

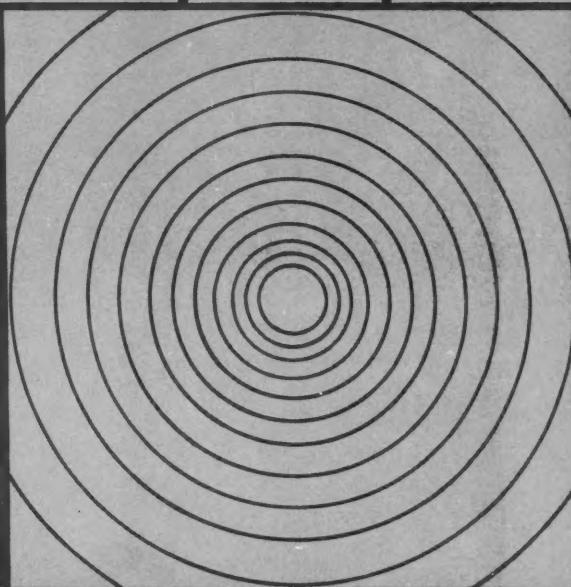
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ED 201 719-202 981

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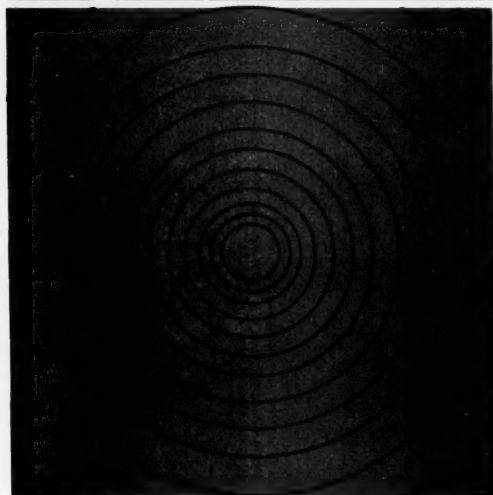
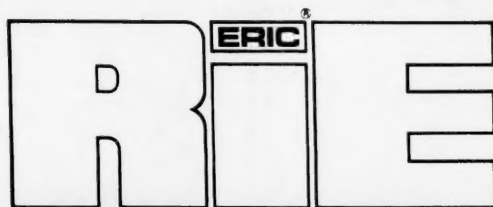
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RESOURCES IN EDUCATION

ED 201 719-202 981

October 1981

Volume 16 • Number 10



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Selected Acronyms

- BT —Broader Term
CH —Clearinghouse
CIJE —*Current Index to Journals in Education*
Comp.—Compiler
DHEW—Department of Health, Education, and Welfare
Ed. —Editor
ED —Accession Number Prefix (ERIC Document)
EDRS —ERIC Document Reproduction Service
ERIC —Educational Resources Information Center
GPO —Government Printing Office
HC —Hardcopy (i.e. reproduced paper copy)
MF —Microfiche
NIE —National Institute of Education
NT —Narrower Term
OE —Office of Education
PC —Paper Copy
RIE —*Resources in Education*
RT —Related Term
SN —Scope Note
UF —Used For

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Introduction

Resources in Education (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20014. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. The basic domestic annual subscription price is \$42.70 a year. Detailed subscription information appears on the inside front cover and on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



ERIC Clearinghouse Publications

This page highlights the documents in this issue of RIE that are new ERIC publications prepared by the ERIC Clearinghouses. For each brief citation appearing here there is a full abstract appearing under the same ED number in the pages of RIE.

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, annotated bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the current needs of ERIC users. These products constitute new contributions to the literature by ERIC.

Availability of Clearinghouse Publications

ERIC Information Analysis Products and other major publications are published by the individual ERIC Clearinghouses responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, they are announced in RIE or CIJE, as appropriate. If announced in RIE, they are contained in all ERIC microfiche collections and may be ordered individually in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Special collections of these Clearinghouse products are available from EDRS as follows:

1975-77	(574 documents)	\$114.00 (including postage)
1978	(211 documents)	\$ 40.95 (including postage)
1979	(159 documents)	\$ 29.15 (including postage)

Citations (By Clearinghouse)

ED 202 016 CS 206 281

Hodges, Richard E.
Learning to Spell.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.; 43p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 27894, \$2.00 member, \$2.50 non-member).

ED 202 447 HE 014 033

Stampen, Jacob

The Financing of Public Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 98p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers).

ED 202 448

Altbach, Philip G.

University Reform: An International Perspective. AAHE-ERIC/Higher Education Research Report No. 10, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 61p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers).

ED 202 566

Bowermaster, Janet

Classroom Management and Learning in Elementary Schools.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 47p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820 (Catalog No. 192, \$3.00)

HE 014 034

ED 202 665

Bowman, Mary Lynne, Ed. Disinger, John F., Ed.
Environmental Education in Action-IV: Case Studies of Teacher Education Programs for Environmental Education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; 191p.

EDRS Price - MF01/PC08 Plus Postage.

Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.50).

SE 033 910

PS 011 915

ED 202 798

Dawson, Martha E. And Others

Educational Equity: The Integration of Equity into Preservice Teacher Education Programs.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; 71p.

EDRS Price - MF01/PC03 Plus Postage.

SP 017 368



DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education

(ED), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25)

Language—English, French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

CE 123 456

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility	1	JC—Junior Colleges	131
CE—Adult, Career, and Vocational Education	1	PS—Elementary and Early Childhood Education	143
CG—Counseling and Personnel Services	32	RC—Rural Education and Small Schools	150
CS—Reading and Communication Skills	40	SE—Science, Mathematics, and Environmental Education	159
EA—Educational Management	57	SO—Social Studies/Social Science Education	169
EC—Handicapped and Gifted Children	74	SP—Teacher Education	179
FL—Languages and Linguistics	77	TM—Tests, Measurement, and Evaluation	188
HE—Higher Education	85	UD—Urban Education	197
IR—Information Resources	125		

AA

ED 201 719 AA 001 090
Resources in Education (RIE). Volume 16, Number 10.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$42.70 (Domestic), \$53.40 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Education, *Indexes Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 201 720 CE 025 501
Chmura, Claudette D., Ed.
Training of Trainers.

National Training and Development Service for State and Local Government, Washington, D.C. Spons Agency—Office of Personnel Management, Washington, D.C.

Pub Date—[81]

Note—116p.

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Educational Needs, Instructional Materials, *Job Training, Leaders Guides, *Leadership Training, Learning Activities, *Needs Assessment, Program Design, *Program Development, *Program Evaluation, Program Implementation, Skill Development, *Trainers

Designed for use either as a self-study tool or as the basis for a five-day workshop, this curriculum package provides public sector trainers with an opportunity to develop and improve their skills in the areas of assessing training needs, designing and conducting training programs, and evaluating training programs. It contains four leader's guides and four participant's sourcebooks. The first set of guides discusses preparing a workshop, and contains checklists, sample daily schedules, and a bibliography. Examinations of the needs assessment process, learning objectives, schedules of activities for both the session and an on-site training lab, and a bibliography are included in the second set of guides. Designing and conducting training programs is the subject of the third set of guides, which describe learning theories, models, and practices and how to apply them. The final set of guides, which cover training evaluation, discusses how to assess the reliability and validity of training techniques. Each leader's guide includes step-by-step instructions for conducting the training sessions, and each participant's sourcebook contains exercises and exhibits. (MN)

ED 201 721

Tracy, George S. Baer, Michelle

CE 026 704

Correlating Intellectual Abilities with Successful Vocational Training and Placement of Licensed Practical Nurses Using the Structure of Intellect Assessment Procedure. Final Report.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge, Div. of Vocational Education. Pub Date—20 Nov 79

Note—30p; Prepared by Evcon, Inc.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Intelligence, *Intelligence Tests, *Nursing Education, Postsecondary Education, *Practical Nurses, *Predictive Measurement, *Predictive Validity, Success, Technical Education, Two Year Colleges, *Vocational Education Identifiers—*Structure of Intellect

A study was conducted to answer the following questions: (1) What intellectual abilities are essential in a successful vocational training program? (2) To what degree can intellectual abilities be used to predict successful job placement? and (3) To what degree does rationale of job preference affect successful job placement? The assessment instrument used in the study was the Structure of Intellect

(SOI), a program and curriculum developed according to a formal theory of intelligence. SOI identifies the characteristics of intelligence in terms of three dimensions: operations (how the individual thinks); content (the type of information presented); and products (the manner in which the information is organized). The SOI assessment was administered to five groups: students currently enrolled in vocational technical licensed practical nurse (LPN) training programs; vocational-technical students who had dropped out of LPN training programs; graduates of vocational technical programs who were practicing LPNs; currently enrolled vocational-technical students in welding programs; and practicing nurses aides. The study showed the SOI to be a useful instrument in determining patterns of intellectual abilities necessary for functioning successfully in a specific vocation. However, many other factors, such as interests, personality, and motivation, relate to success on the job. Based on the study, the researchers infer that the SOI is most useful in screening individuals into training programs to provide direction to remediate deficiencies and maximize strengths. It is not possible to determine the efficiency of the SOI in predicting job performance from this limited study. (KC)

ED 201 722

CE 027 728

Carta, Elizabeth

Childhood and Parenthood Competency Education. Final Report.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—30 Jun 78

Note—375p.

Pub Type—Guides - Classroom - Learner (051) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Child Development, Child Rearing, Competency Based Education, Cross Age Teaching, *Curriculum Development, Demonstration Programs, Environmental Influences, *Experiential Learning, Heredity, High Schools, Home Economics, Laboratory Training, Learning Activities, Learning Modules, Material Development, Nutrition, *Parenthood Education, *Practicums, Secondary Education, Self Actualization, Social Change, Social Influences

This report describes the third year of a project to develop a high school program which combines experience and theory to prepare students to meet their responsibilities as parents. The 24-page narrative discusses setting and participants, needs, program objectives and scope, methods (courses and other program components), findings (including evaluation) and analysis, recommendations, and benefits derived by students and the community.

Appendix B provides two alternative interest approaches. Several forms used in the Cross-age Learning component (tutoring experience at elementary and middle schools) are in appendix C. Appendix E contains six curricula modules used in classroom instruction: (1) Who Am I? (2) Toward Self-Actualization, (3) Families: Traditional/"New Breed" (effect of changes in society), (4) Getting the Right Start (influence of heredity and environment on child development with emphasis on nutrition), (5) It's More Than Changing a Diaper (parenthood competencies), and (6) Experience with Children (simulation of laboratory experience with peers). Each module contains some or all of the following materials: student performance objectives; coordination of content/concepts with learning experiences or strategies, resources, and measurement of the effectiveness of the activity; learning activities/worksheets; evaluation materials; and information sheets. (Appendixes A and D list field-test teachers and dissemination of project materials.) (YLB)

ED 201 723 CE 027 861

Huffman, Ruth E. And Others
Community Resources. DECIDE.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Wayne Township Metropolitan School District, Indianapolis, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—204p.; For related documents see CE 027 862-865 and ED 167 817.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adult Basic Education, *Community Resources, *Competency Based Education, *Educational Resources, *Learning Modules, Libraries, Recreation, Teaching Methods, Transportation, Travel Identifiers—Automobiles, Learning for Everyday Living, *Life Skills, Project DECIDE

This module, Community Resources, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains 13 instructional packages called Student Activity/Task Packets (SATs). Subjects of SATs in this module are community services; applying for community services; recreational services; information sources; the library; citizen complaints; signs related to transportation; transportation facilities, travel schedules, and fares; use of maps; time zones; travel reservations; and automobile driving regulations and courtesies. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Other modules in the series include consumer economics, occupational knowledge, health, and government and law. (CT)

ED 201 724 CE 027 862

Huffman, Ruth E. And Others
Health. DECIDE.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Wayne Township Metropolitan School District, Indianapolis, Ind.

Pub Date—79

Note—136p.; For related documents see CE 027 861-865 and ED 167 817.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, *Adult Basic Education, *Child Rearing, *Community Health Services, *Competency Based Education, Death, Drug Use, Family Planning, *Family Relationship, First Aid, Learning Modules, Nutrition, *Pregnancy, Teaching Methods

Identifiers—Learning for Everyday Living, *Life Skills, Project DECIDE
This module, Health, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living."

It contains 12 instructional packages, called Student Activity/Task Packets (SATs). Subjects of SATs in this module are first aid and safety, community health services, pregnancy, family planning, child rearing, adolescents, interaction in the family, diet/meal planning, drugs, and terminal illness and death. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, occupational knowledge, community resources, and government and law. (CT)

ED 201 725 CE 027 863

Huffman, Ruth E. And Others
Government & Law. DECIDE.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Wayne Township Metropolitan School District, Indianapolis, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—90p.; For related documents see CE 027 861-865 and ED 167 817.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, *Competency Based Education, *Government Role, *Learning Modules, *Legal Education, *Legal Responsibility, Taxes, Teaching Methods

Identifiers—Learning for Everyday Living, *Life Skills, Project DECIDE

This module, Government and Law, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains five instructional packages, called Student Activity/Task Packets (SATs). Subjects of SATs in this module are function of government/how government works, individual and government, the individual and the law, legal documents, and government and taxes. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, occupational knowledge, health, and community resources. (CT)

ED 201 726 CE 027 864

Huffman, Ruth E. And Others
Occupational Knowledge. DECIDE.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Wayne Township Metropolitan School District, Indianapolis, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—103p.; For related documents see CE 027 861-865 and ED 167 817.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, *Career Counseling, *Competency Based Education, Employment Interviews, Job Application, Job Satisfaction, Job Skills, *Learning Modules, *Occupational Information, Retirement, Teaching Methods, Unemployment, Work Attitudes

Identifiers—Employment Agencies, Learning for Everyday Living, *Life Skills, Project DECIDE

This module, Occupational Knowledge, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains 10 instructional packages, called Student Activity/Task Packets (SATs). Subjects of SATs in this module are employment information testing and counseling, occupational categories, employment agencies, job applications and interviews, job behaviors and attitudes, financial and legal information, job satisfaction, services for the unemployed, and planning for retirement. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response

booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, health, community resources, and government and law. (CT)

ED 201 727 CE 027 865

Huffman, Ruth E. And Others

Consumer Economics, Book I [and] Book II. DECIDE.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Wayne Township Metropolitan School District, Indianapolis, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—506p.; For related documents see CE 027 861-864 and ED 167 817.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Adult Basic Education, Advertising, Banking, *Competency Based Education, *Consumer Economics, *Consumer Education, Credit (Finance), Ecology, Home Furnishings, Housing Needs, Insurance, *Learning Modules, Money Management, Taxes, Teaching Methods

Identifiers—Learning for Everyday Living, *Life Skills, Project DECIDE

This module, Consumer Economics, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains 21 instructional packages, called Student Activity/Task Packets (SATs). Subjects of SATs in this module are money, weights and measures, sales and income tax, catalogs, consumer information, comparison shopping, packaging, advertising, restaurants, home furnishings, housing needs, car buying and maintenance, banking, credit, insurance, fraud, ecology, and mail and package delivery services. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, occupational knowledge, health, community resources, and government and law. (CT)

ED 201 728 CE 028 006

McBain, Susan L. And Others

Project CLASS.

Clovis Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—13 Jan 80

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Behavioral Objectives, Community Resources, *Competency Based Education, Consumer Economics, Daily Living Skills, *English (Second Language), Government (Administrative Body), Health, Interpersonal Relationship, *Learning Modules, Legal Education, Occupational Information, Program Development, *Program Effectiveness, *Reading Difficulties, Validated Programs

Identifiers—Adult Performance Level, *Life Skills
Project CLASS (Competency-Based Live-Ability Skills) uses a series of 60 modules to teach life survival skills to adults with low-level reading ability—especially Adult Basic Education/English as a Second Language students. Two versions of the modules have been developed: one for use with teacher-directed instruction and another for independent study. Divided equally between Adult Performance Level (APL) level 1 (reading level grades 0-4) and level II (reading level grades 5-8), the modules cover basic survival competencies in these APL areas: consumer economics, government and law, health, community resources, occupational knowledge, and interpersonal relationships. (Module content and costs are also discussed.) A full-scale field test conducted at four sites found tremendously significant differences between the 728 treatment and 733 control students in percent of students mastering objectives. (YLB)

ED 201 729 CE 028 185

Banta, Trudy W. Boser, Judith A.
Evaluation of Tennessee's State Plan for Career Education 1979-80.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date—Feb 81

Note—90p.; Best copy available. Not available in paper copy due to print quality.

Available from—Bureau of Educational Research and Services, University of Tennessee, 2046 Terrace Ave., Knoxville, TN 37916 (write for price).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, *Career Education, Inservice Education, *Needs Assessment, Program Administration, *Program Effectiveness, Program Evaluation, Social Bias, Social Discrimination, Staff Development, *State Programs, *Statewide Planning, Technical Assistance, *Workshops

Identifiers—*Tennessee

This report presents an evaluation of the career education leadership activities conducted in Tennessee in 1979-80, the first year of operation for Tennessee's five-year State Plan for Career Education. Section 1 addresses the relationship between the activities in the State Plan and a state-wide needs assessment. Sections 2-7 focus on assessment of the six elements of the State Plan: (1) administration/coordination activities of state coordinator, (2) advisory council, (3) technical assistance workshops, (4) workshop to reduce bias and stereotyping, (5) counselor workshops, and (6) summer career education festival. Final reports from twenty local projects funded under provisions of the Career Education Incentive Act (P.L. 95-207) are summarized in Section 8. Findings are organized under these headings: prior needs assessment data, project organization and support, needs assessment conducted 1979-80, staff development, other project activities, project evaluations, funding and expenditures, recommendations for the state-wide leadership effort, and achievement of state objectives. Section 9 summarizes major findings and recommendations. Suggestions are offered in the areas of objectives, involvement of teacher preparatory institutions, advisory council functioning, evaluation, project selection, and proposal guidelines. (Twenty-three tables and listings of responses display results of the various evaluations.) (YLB)

ED 201 730 CE 028 462

Jones, Sandra

Consumer Education Resources Catalog, 1980 Supplement. 16mm Films, Multi Media Kits, Video Cassettes, Simulations & Games, Printed Material.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Pub Date—May 80

Note—23p.; For related documents see CE 028 463 and ED 166 380.

Available from—Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, MI 48197 (SO.50).

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Adult Education, Audiotape Cassettes, Catalogs, *Consumer Education, *Credit (Finance), *Economics, Educational Games, Educational Resources, Higher Education, Instructional Films, Instructional Materials, Library Collections, *Money Management, Multimedia Instruction, Reference Materials, Secondary Education, *Teacher Education, Videotape Cassettes

This supplement to the Consumer Education Resources Catalog (see note) lists teaching-learning resources available for preview at the Michigan Consumer Education Center. A subject index to multi-media identifies titles of films, video cassettes, multi-media kits, and games under seven specific subjects. These are (1) Factors Affecting Consumer Behavior, (2) Money Management and Credit, (3) Buying and Using Goods and Services, (4) Rights and Responsibilities, (5) Basic Economics of the Marketplace, (6) Sources of Information and Assistance, and (7) Teacher Education. An annotated listing of the materials-films, video cassettes, multi-media kits, and games-follows. Information provided may include some or all of the following:

title, grade level, length, and year for films; annotation or list of topics covered; source; cost; and component parts. A listing of consumer education materials produced by the Center is appended. (YLB)

ED 201 731 CE 028 463

Jones, Sandra Bannister, Rosella

Consumer Education Resources Catalog, 16mm Films, Multi Media Kits, Video Cassettes, Simulations & Games, Printed Material.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Pub Date—Sep 80

Note—118p.; For related documents see CE 028 462 and ED 166 380. Several pages contain broken type.

Available from—Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, MI 48197 (\$3.00).

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstracts, Adult Education, Audiotape Cassettes, Bibliographies, Catalogs, *Consumer Education, *Credit (Finance), *Economics, Educational Games, Educational Resources, Higher Education, Instructional Films, Instructional Materials, Library Collections, *Money Management, Multimedia Instruction, Periodicals, Reference Materials, Secondary Education, *Teacher Education, Textbooks, Videotape Cassettes

This catalog lists teaching-learning resources available for preview at the Michigan Consumer Education Center. A subject index to multi-media identifies titles of films, video cassettes, multi-media kits, and games under seven specific subjects. These are (1) Factors Affecting Consumer Behavior, (2) Money Management and Credit, (3) Buying and Using Goods and Services, (4) Rights and Responsibilities, (5) Basic Economics of the Marketplace, (6) Sources of Information and Assistance, and (7) Teacher Education. An annotated listing of the materials-films, video cassettes, multi-media kits, and games-follows. Information provided may include some or all of the following: title, grade level, length, and year for films; annotation or list of topics covered; source; cost; and component parts. Other sections of the catalog list newsletters and magazines (with publisher's addresses and prices), college texts and teacher reference materials, community college and adult education texts, and high school texts. A brief list of eight guidelines for evaluating consumer education media is provided. A listing of consumer education materials produced by the Center is appended. (YLB)

ED 201 732 CE 028 469

Samuels, Linda

Credit.

Northern Virginia Community Coll., Annandale. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Note—77p.; For related documents see CE 028 470-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, *Audiovisual Instruction, *Consumer Education, *Consumer Protection, *Credit (Finance), *Money Management, Volunteer Training

This module is one of a set of seven prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to be a basic text for use in making a one-hour presentation on credit. Topics include definitions of credit, advantages and disadvantages of using credit, proper uses of credit, principal kinds of credit and the relative cost of each, procedures for obtaining various kinds of credit, and the rights of borrowers and the legal protection available to them. An accompanying slide set is keyed to the text of the module. (An illustration of each slide is provided.) A multiple-choice/true-false quiz and discussion questions are also included. A listing of supplementary slides, credit counseling services, and outline on credit by attorney Linda B. Samuels are appended. (CT)

ED 201 733 CE 028 470

Shurtz, Mary Ann LeFlore, Ann Becker

How Do You Rate? Teaching Low-Income Consumers the Appropriate Uses of Credit.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

Spons Agency—Virginia State Dept. of Welfare, Richmond.

Pub Date—Mar 80

Note—38p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Consumer Education, Consumer Protection, *Credit (Finance), Educational Resources, *Low Income Groups, *Money Management, Teaching Methods

This module, one of six on teaching consumer matters to low-income groups, focuses on the appropriate uses of credit. It provides basic information about credit, particularly as it applies to low-income people, and offers some techniques which help the instructor present the information to these clients. Topics include a definition of credit, why credit should be used (appropriate and inappropriate uses, advantages and disadvantages), establishing credit, types of credit plans, costs of credit, sources of credit, and problems with credit. The module also lists free-loan materials available from the Office of Consumer Affairs and phone numbers for sources of related information and assistance. (CT)

ED 201 734 CE 028 471

Shurtz, Mary Ann LeFlore, Ann Becker

The Knowledgeable Tenant. Teaching Low-Income Consumers a Logical Approach to Renting.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

Spons Agency—Virginia State Dept. of Welfare, Richmond.

Pub Date—Nov 79

Note—35p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Consumer Education, Consumer Protection, *Decision Making, Educational Resources, *Housing, Housing Needs, Instructional Materials, *Low Income Groups, *State Legislation

Identifiers—*Rental Property, *Virginia

This module, one of six on teaching consumer matters to low-income groups, focuses on helping clients make wise choices about housing. It reviews factors to consider in selecting an apartment and discusses the laws in Virginia which relate to housing. Methods for helping clients learn more about housing and housing regulations are also discussed. Sections on federally assisted programs, the Virginia Fair Housing Law, and laws pertaining to mobile home lot rental are also included. Related materials available on a free-loan basis from the Virginia Office of Consumer Affairs and phone numbers of other sources of related information and assistance conclude the document. (CT)

ED 201 735 CE 028 472

Shurtz, Mary Ann LeFlore, Ann Becker

A Money Planner. Teaching Budgeting Skills to Low-Income Consumers.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

Spons Agency—Virginia State Dept. of Welfare, Richmond.

Pub Date—Apr 79

Note—32p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Budgeting, *Budgets, *Consumer Education, *Low Income Groups, *Money Management, Teaching Methods

This module, one of six on teaching consumer matters to low-income groups, focuses on budgeting and managing money. Budgeting is examined in two contexts: skills which apply to everyone at every income level and skills which specifically apply to low-income people. Topics include how to write a budget (starting a group workshop, small group work, calculating income, calculating expenses, balancing the budget, paying bills, record keeping, getting out of debt), and signs of financial trouble. A list

of related materials available on a free-loan basis from the Office of Consumer Affairs and other sources of related information and assistance conclude the document. (CT)

ED 201 736 CE 028 473

Bradley, Maristee
Personal Money Management.
Northern Virginia Community Coll., Annandale.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date—78

Note—54p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Instruction. *Budgeting.
*Budgets. Consumer Economics. *Consumer
Education. Consumer Protection. *Credit (Finance).
*Financial Services. Guidelines. Investment.
*Money Management. Volunteer Training
This module is one of a set prepared in conjunction with the Title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to be a basic text for use in making a one-hour presentation on personal money management. Topics include reasons for having a budget and guidelines for successful budgeting, elements of a budget and steps in budget preparation, places where money should be kept, essential features of checking and savings accounts and how they operate, saving and investment alternatives to regular savings accounts and how they work, the essentials of credit use, and how to minimize the risk of excessive debt. An accompanying slide set is keyed to the text of the module. (An illustration for each slide is provided.) A multiple-choice/true-false quiz (with answers), discussion questions, and a bibliography conclude the module. (CT)

ED 201 737 CE 028 474

Shurtz, Mary Ann. LeFlore, Ann Becker
Using Banks: Teaching Banking Skills to Low-Income Consumers.
Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.
Spons Agency—Virginia State Dept. of Welfare, Richmond.
Pub Date—Jun 79

Note—23p.; For related documents see CE 028 469-473 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education. *Banking. *Consumer Education. Consumer Protection. Educational Resources. *Financial Services. *Low Income Groups. Mathematics. *Money Management. Teaching Methods
This module, one of six on teaching consumer matters to low-income adults, discusses banking skills. Topics include banking services (savings accounts, safety deposit boxes, Christmas clubs, loans, etc.), checking accounts (deposits, checkwriting, check registers, opening an account), how to use the check register (cancelled checks, deposits), balancing the checkbook, alternatives to checking accounts, consumer rights, materials available from the Office of Consumer Affairs, and sources of related information and assistance. The module includes examples and suggests ways in which the teacher can localize the information for students. (CT)

ED 201 738 CE 028 489

O'Brien, Roberta Luther, Comp.
Books for Adult New Readers.
Cleveland Area Metropolitan Library System.
Ohio: Merrick Settlement House, Cleveland.
Ohio: Project LEARN, Cleveland, Ohio.
Spons Agency—George Gund Foundation, Cleveland, Ohio.
Pub Date—Dec 80

Note—220p.
Available from—Project: LEARN, 2238 Euclid Ave., Cleveland, OH 44115 (\$4.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Basic Education. *Adult Literacy. Adults. Annotated Bibliographies. Athletics. Basic Skills. Bibliographies. *Books. Consumer Education. Current Events. *Daily Living Skills. Fiction. *Functional Reading. Health Education. History. Homemaking Skills. Literacy Education. Literature. Mathematics. News Media. Nonfiction.

*Reading Materials. *Reading Skills. Sciences. Writing Skills
Identifiers—Adult Performance Level. Ohio (Cleveland)

This document is an annotated bibliography of recommended print materials for English-speaking adults reading at the seventh grade level or below. (Sixty percent of the titles are at fifth grade level or below). The titles were selected for their broad appeal to the average adult new reader. In the selection, special consideration was given to materials in five subject areas identified by the Adult Performance Level (APL) Project as ones in which it is necessary for adults to be knowledgeable in order to function effectively (consumer economics, occupational knowledge, community resources, health, government and law). Attention was also paid to materials that teach the four basic skills identified by APL (communication skills, computation, problem solving, and skills in interpersonal relationships). Entries in the bibliography are arranged alphabetically by title within the following broad subject categories: skills (reading, writing, mathematics); knowledge (science; homemaking and consumerism; health, safety, and well-being; jobs; life in the United States; and other times/other places); leisure reading (stories of today; mystery, adventure, and romance; science fiction; hobbies, sports, and entertainment; fantastic facts and famous people; poetry, plays, and photography); and materials to aid the tutor in teaching reading to adults. Some titles concentrate on Ohio and Cleveland where the bibliography was compiled. (KC)

ED 201 739 CE 028 528

Witmer, David R.
The Continuing Search for Better Predictors of Incomes of High School and College Graduates.
Pub Date—81

Note—35p.; Paper presented at the Eastern Educational Research Association Annual Conference (Philadelphia, PA, March 1981); and at the Association for Institutional Research Forum (Minneapolis, MN, May 1981).

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150) — Numerical / Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults. *College Graduates. Data Analysis. *High School Graduates. Males. Multiple Regression Analysis. *Prediction. *Predictive Measurement. *Predictor Variables. Salaries. *Salary Wage Differentials. Tables (Data). Theories. Wages

The prediction that differences in incomes of high school and college graduates will not change is tested by applying standard statistical procedures to data describing actual income differences. Data from the United States Bureau of the Census describe annual incomes of men twenty-five years old and older during 1956-75. Report 1 displays results of using a standard multiple regression program to study these data on the assumption that differences in incomes of high school and college graduates one year predict future income differences. Results by adding the variable, gross national product in the year prior, appear in Report 2. Report 3 summarizes analyses incorporating the variable of starting salaries of college graduates. Reports 4-6 and appended Reports A1-A22 display results of analyses including other variables. A few brief summary statements are made. Two theories are discussed: (1) marginal productivity theory of wages, which posits entry into the world of work with a set of abilities to compete for jobs and wages on the basis of productivity and (2) job competition theory of wages that rests on the propensity of employers to reduce labor training costs by hiring the best educated people available at prevailing rates of pay. (YLB)

ED 201 740 CE 028 537

Gottfredson, Gary D. Joffe, Richard D.
An Evaluation of Mobility-Based Occupational Classifications for Placement of Job Applicants.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-300

Pub Date—Dec 80

Grant—NIE-G-78-0210; NIE-G-80-0113

Note—52p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults. *Classification. Demography. Employment Opportunities. *Employment Practices. Evaluation. *Job Analysis. *Job Placement. Labor Market. Literature Reviews. Occupational Clusters. Occupational Information. *Occupational Mobility. *Occupations. Population Trends. Race. Sex. Social Mobility. Transfer of Training. Vocational Adjustment

The experimental development of occupational classifications based on regularities of movement of workers among jobs has recently been suggested to assist in placing job seekers into available jobs by A. R. Miller and others in "The Dictionary of Occupational Titles: A Critical Review," 1980. The potential of mobility-based classifications is discussed, and is contrasted with traditional industrial and counseling approaches to worker-job matching. The social and psychological meaning of one such classification is explored by describing the classification's categories in terms of the demographic characteristics of category incumbents (based on data from the 1970 census) and job content (based on "Dictionary of Occupational Titles" and "Position Analysis Questionnaire" data). Results imply that (1) mobility-based classifications provide powerful descriptions of the structure of labor markets; (2) they are related to job content; (3) they are also related to sex and race—apparently well beyond the extent to which this association is shared with job characteristics. Results are interpreted as implying that basing a classification for personnel placement on occupational mobility patterns may incorporate undesirable aspects of existing labor market practices, and that more direct efforts aimed at systematizing knowledge about the transferability of skills will probably be more productive than relying on mobility-based classifications despite the heuristic value of the mobility approach. (Author)

ED 201 741 CE 028 538

A New Counselor Assessment/Occupational Exploration System and Its Interest and Aptitude Dimensions.

Employment and Training Administration (DOL), Washington, D.C.

Report No.—USES-TR-35

Pub Date—81

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aptitude Tests. *Career Counseling. Career Exploration. Check Lists. Counseling Techniques. Educational Resources. Employment Qualifications. *Employment Services. *Interest Inventories. Job Analysis. Job Skills. *Occupational Tests. Program Development. *Systems Approach. Test Construction. Test Format. Testing. Tests

A new counselor assessment/occupational exploration system provides for assessing a counselee's occupational qualifications in relation to an interest- and aptitude-oriented occupational structure and then encouraging occupational exploration in those areas which show the greatest promise of meeting the counselee's interests, values, and aptitudes. Eight components, all developed by the U.S. Employment Service, comprise the system. These are a guide for occupational exploration, a dictionary of occupational titles, a general aptitude test battery, an interest checklist, an interest inventory, two jobs selection workbooks, and other counselor and counselee-oriented occupational planning materials currently under development. The system possesses two dimensions—an interest dimension and an aptitude dimension. Interest factors identified from a factor analysis of interest inventory items were used as the common basis for developing an occupational structure consisting of 12 interest areas. An assessment tool for measuring interest in these areas was devised. Occupational analysts then subdivided occupations allocated into the broad interest groups into work groups, based on the capabilities and adaptabilities required of the worker. This permitted the establishment of occupational aptitude pattern norms to determine a counselee's aptitude for occupations in all but seven areas. (MN)

ED 201 742

CE 028 551

Temkin, Sanford
Assisting Secondary Schools in Career Education
School Improvement: Some Lessons.
 Spons Agency—National Inst. of Education (ED),
 Washington, D.C.
 Pub Date—Apr 81

Note—12p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, *Educational Improvement, Educational Planning, Incentives, Intermediate Administrative Units, Material Development, *Program Development, *Program Implementation, School Districts, Secondary Education, State Departments of Education, State Programs, State School District Relationship, *Statewide Planning, *Technical Assistance

Identifiers—Delaware, New Jersey, Pennsylvania
 Research for Better Schools, Inc., has been working with local education agencies (LEAs), intermediate service agencies (ISAs), and state education agencies (SEAs) to bring about career education impact in Pennsylvania, New Jersey, and Delaware. Their strategy includes three essential elements: assist LEAs in planning and implementing career education programs, develop materials for LEAs using this experience and develop assistance strategies for ISAs to support career education program planning and implementation in LEAs, and improve ISA capabilities to provide career education technical assistance to LEAs. Six lessons were discovered that suggested a need for revision in the project approach: (1) SEAs have been ready to plan and implement statewide career education programs only recently, (2) ISAs have not received sufficient encouragement and incentives from the state to support schools in career program development, (3) without encouragement, LEAs will not plan and implement program changes, (4) LEAs lack staff capabilities to plan and implement effective career education programs, (5) SEAs tended to rely on research and development resources developed within the state but now are open to using other resources, and (6) SEAs place high value on support from regional laboratories in planning career education initiatives. (YLB)

ED 201 743

CE 028 559

Gold, Gerard G.
Industry-Education-Labor Collaboration: Designing Mechanisms for Sustained Impact.
 National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
 Pub Date—Apr 81
 Contract—300-79-0691

Note—14p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Coordination, *Education Work Relationship, Higher Education, Human Resources, Industry, *Institutional Cooperation, Labor Force Development, Postsecondary Education, *School Business Relationship, *School Community Relationship, Secondary Education

Identifiers—*Collaborative Councils
 Growth of a human resources perspective among work institutions, mirrored by the lifelong learning perspective in educational institutions, has created an opportunity for collaboration among and within education, business, labor, and government. Barriers to such interaction between education and work include different formats for teaching and learning (emphasis on team effort in work settings, but little team teaching or learning in education) and different motivational settings. Four basic functions seem to characterize institutional relationships between education and work institutions. These are (1) learning experiences and services, (2) flow of human resources, (3) new ideas and products, and (4) strategy development. One strategy/mechanism for maintaining leadership communication across the business-labor-education sectors over an extended period of time is the local collaborative council. Collaborative councils can be distinguished by these criteria: membership is representative of major community sectors with collaborative mechanisms in-

tended to join and serve the interest of more than two sectors, they are self-organized and performance-oriented, they represent shared responsibility, and organizational activity is sustained through formal council organization with assistance from a staff director or coordinator. (YLB)

ED 201 744

CE 028 564

Nussbaum, Claire A.
Effects of a Community Educational Component on Parental Perceptions of the School.

Pub Date—Apr 81
 Note—55p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Appendix is marginally legible.
 Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Attitude Change, Attitude Measures, Community Attitudes, Community Benefits, *Community Education, Elementary Schools, *Parent Attitudes, *Parent School Relationship, Postsecondary Education, Program Design, *Program Effectiveness, Program Evaluation, Program Implementation, Public Relations, *School Attitudes, School Community Relationship, School Role

Identifiers—Teacher Corps
 Community education programs have seldom presented quantitative data to validate the usefulness of the program. This study was an attempt to establish a beginning community education program while planning for quantitative evaluation from the initiation of the project. Based on a group process, community residents were involved in the development of a 49-item Likert-formatted survey instrument which was administered to a one percent, random, stratified sample of a southwestern metropolitan city. The instrument dealt with community concerns about education. Based on the factor analysis, analysis of variance, Scheffe tests, and Spearman Rho rank order correlations among teacher, parent, and community respondent groups, a community education plan was designed for the elementary school in the area. One of the four components developed was analyzed in detail using a separate-sample pretest-posttest control group design to test eight hypotheses regarding the effect of the program on parental perceptions of the school. The results indicated that community education can be an effective force in modifying parental perceptions of the school in a positive direction. (Author/KC)

ED 201 745

CE 028 591

Directory and Program Information for the OSE Vocational/Career Projects 1980-81. Personnel Inservice and Preservice Training: Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education Class Settings. Policy Research and Resource Series: Document 6.

Illinois Univ., Urbana. Coll. of Education.
 Spons Agency—Office of Special Education (ED), Washington, D.C.
 Pub Date—Mar 81
 Grant—G007900952

Note—317p. For related documents see ED 194 743-745 and ED 194 754-756.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Abstracts, *Career Education, *Demonstration Programs, *Disabilities, High School Students, Inservice Teacher Education, Models, Postsecondary Education, Preservice Teacher Education, *Special Education, *Teacher Education, Teacher Education Programs, *Vocational Education

Identifiers—National Inservice Network
 This document contains abstracts of 72 vocational/career education projects funded by the U.S. Office of Special Education (OSE), Division of Personnel Preparation, to help prepare personnel to provide appropriate vocational and career education opportunities for handicapped children and youth. The projects include regular education inservice and program assistance grants. The abstracts have been written in the standard format used by the National Inservice Network (NIN), which is located at Indiana University. The abstracts provide the following information for each project: project number, title, sponsoring agency, grant number, contact person, project description, major objectives, information dissemination (audience and

method), evaluation method, products, NIN descriptors, and a table showing training activities. To further provide national dissemination of the projects' activities, the abstracts will be entered into the NIN computerized network. Also contained in this publication is a list of project directors, a map illustrating the geographical distribution of the individual projects, a section on common concerns relating to Division of Personnel Preparation Grant Administration, and a directory of the Division of Personnel Preparation program staff. (KC)

ED 201 746

CE 028 605

Tough, Allen And Others
Anticipated Benefits from Learning. Preliminary Report, 1980.

Pub Date—80
 Note—19p.
 Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, *Attitude Measures, *Data Collection, *Educational Benefits, *Learning Motivation, Lifelong Learning, Motivation, Postsecondary Education, Questionnaires, Research Methodology, *Student Motivation

Identifiers—Informal Education

What anticipated benefits motivate adults to continue a major learning effort? This study empirically tested a conceptual framework that emphasizes chains of linked benefits from learning. A diagram of this framework was given to 100 adults in Toronto. They were asked to imagine that their total motivation for one of their learning projects was 10 units, and then to allocate those 10 motivational units to the appropriate locations on the diagram. Pleasing others was not as strong a motivation as enhancing pleasure and self-esteem. Benefits from using the knowledge and skill were more important than direct benefits from the learning activities themselves, or benefits from simply possessing (but not using) the knowledge and skill. Using the conceptual framework as a tool for collecting data on motivation is suggested for further research. (Author/KC)

ED 201 747

CE 028 626

Ruina, Edith
Work in Technology and Science: Linking Education and Employment.

Massachusetts Inst. of Tech., Cambridge.
 Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
 Pub Date—80

Note—65p. Some pages of the appended materials may not reproduce well due to small print.
 Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Affirmative Action, *Career Awareness, Career Choice, Career Exploration, Education Work Relationship, Employment Opportunities, Field Trips, High Schools, *Inservice Teacher Education, Middle Schools, *Minority Groups, Resources, *School Business Relationship, *Science Careers, *Science Programs, Science Teachers, Scientific Enterprise, Summer Science Programs, Workshops

Identifiers—Massachusetts (Boston), Technology and Science Careers for Minorities

This publication reports on a project designed to increase the awareness and appreciation of educators, and through them the awareness of middle and high school students, of the advantages of preparing for careers in technology and science. These are fields in which Boston high school students generally, and minority students particularly, have been underrepresented. In this project—Technology and Science Careers for Minorities (TSCM)—the Massachusetts Institute of Technology Work in Technology and Science (MIT/WITS) group served as the catalyst for Boston public schools and local technological companies. Through workshops, site visits, career materials, and classroom programs, Boston educators from 16 schools developed knowledge about careers and their prerequisites. They also realized that these careers represent excellent possibilities for minorities and that teachers, counselors, and administrators are in critical roles for expanding students' perceptions of career options. The publication summarizes the following aspects of the project: career awareness; educator's questions; establishing linkages; educators' workshops; student field trips; classroom speakers; materials and other services; educators' recommendations; and a summary of participants' reactions. Appendixes contain

lists and tables of associates with WITS in the TSCM project; forms and letters; and materials used to link technological organizations to schools. (KC)

ED 201 748 CE 028 629
Stodden, Robert A.

Vocational Assessment for Special Needs Individuals. Project Final Report, Phase 1, 1979-1980. Blackstone Valley Regional Vocational School District, Upton, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston, Div. of Occupational Education. Pub Date—80

Note—36p.; For related documents see CE 028 630-631 and ED 195 584-588.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, *Disabilities, Evaluation, Models, *Program Development, Research Methodology, Secondary Education, *Special Education, Students, *Vocational Education, Vocational Rehabilitation
Identifiers—*Vocational Evaluation

The present state of the art of vocational evaluation is largely manifested within the field of vocational rehabilitation, and as a result, the concepts, instrumentation, and strategies do not lend themselves readily to an educational setting. This project attempted to bridge the gap between the conceptualized model of vocational evaluation within a rehabilitation framework and the needs of a changing career development model within an educational setting. The project focus was on ascertaining the state of the art of vocational assessment of special needs individuals, then building a viable evaluation model for use within the students' continuum of educational services. The initiation of the project was from an unbiased position of searching from existing research, literature, instrumentation, and program models. Data from this search were organized into the first product of the project, a systematic information storage and retrieval system containing information collected from books, journals, bibliographies, site visits, etc. The second product of the project was a structured, two-day model-building workshop, planned and conducted complete with pre-meeting working papers and workshop report to the participants. The third product of the project was the progressive planning, development, and completion of a proposal for encumbrance of funds for phase 2 (model program set-up and pilot test) of the project. The final product of the research, planning, and building process was a presentation of the proposed conceptual model for vocational assessment of special needs individuals. Following the proposed model description, recommendations are provided regarding the initial steps for set-up and operationalization of the conceptualized model components. (KC)

ED 201 749 CE 028 630
Stodden, Robert A. And Others

Vocational Assessment for Special Needs Individuals. Workshop Report to Participants. State Invitational Model Building Workshop (Sheraton-Tara Motel, Framingham, Massachusetts, January 24-25, 1980).

Blackstone Valley Regional Vocational School District, Upton, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston, Div. of Occupational Education. Pub Date—80

Note—69p.; Some pages with small print will not reproduce well. For related documents see CE 028 629-631 and ED 195 584-588.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Education, *Disabilities, Evaluation, Material Development, *Models, Research Methodology, Secondary Education, *Special Education, Students, *Vocational Education, Vocational Rehabilitation, *Workshops
Identifiers—*Vocational Evaluation

A project was conducted to bridge the gap between the conceptualized model of vocational evaluation within a rehabilitation framework and the needs of a changing career development model within an educational setting. The project focus was on ascertaining the state of the art of vocational assessment of special needs individuals, then building a viable evaluation model for use within the students' continuum of educational services. This document reports on the second product of the project, a structured, two-day model-building workshop. The vocational-assessment model-building

workshop was planned as an important step in the process of collecting, condensing, and structuring information into program model components. The workshop structure served the following functions: (1) sharing of the findings of an extensive search of the field of vocational assessment/special needs with relevant individuals interfacing with the project; (2) presenting a structured vocational assessment/special needs model for reaction and input from professionals in the field; (3) receiving input from local school level personnel on specifics concerning the set-up and implementation of the model components; (4) building the presented vocational evaluation model components with specific input from knowledgeable professionals, key state and local administrators, and other direct service personnel interfacing with the vocational evaluation process. This report contains the addresses of the professionals involved in the four processes above and summaries of the model-building process that took place at the workshop. (KC)

ED 201 750 CE 028 631
Diagnostic Vocational Assessment for Special Needs Student Candidates for Vocational Training.

Blackstone Valley Regional Vocational School District, Upton, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston, Div. of Occupational Education. Pub Date—80

Note—552p.; Not available in paper copy due to small, broken print. For related documents see CE 028 629-630 and ED 195 584-588. Best copy available.

Pub Type—Information Analyses (070) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Ability, Career Education, Career Planning, *Diagnostic Tests, *Disabilities, Evaluation, *Evaluation Methods, Instruction, Job Skills, *Models, Publications, Reference Materials, *Resource Materials, Resources, School Administration, School Counseling, School Readiness Tests, Secondary Education, *Special Education, Student Attitudes, Student Behavior, Student Interests, Student Needs, Students, Test Selection, *Vocational Education, Vocational Interests

Identifiers—*Special Needs Students, *Vocational Evaluation

A project was conducted to bridge the gap between the conceptualized model of vocational evaluation within a rehabilitation framework and the needs of a changing career development model within an educational setting. The project focus was on ascertaining the state of the art of vocational assessment of special needs individuals, then building a viable evaluation model for use within the students' continuum of educational services. This document is the product of the first phase of the study, a search of existing literature and program models, organized into a systematic information storage and retrieval system containing information collected from books, journals, bibliographies, site visits, etc. Section I of the document lists the literature of vocational assessment of special needs. It is divided into eight subdivisions: vocational assessment models; instruments and systems; world of work; instruction; student needs; counseling; administrative issues; and bibliographies. Section II lists and describes instruments and systems. Part 1 of this section contains listings of individual instruments used to assess factors falling into one of five groups: vocational skills; interests; academic skills; behavior/attitudes; and career planning. Part 2 contains listings of the major vocational assessment systems, under the same five headings. Section III provides information on commercial and nonprofit sources of instruments and systems, while Section IV describes programs of vocational assessment in operation in schools, human service organizations, etc. Included are lists of key individuals, results, and preferences. (KC)

ED 201 751 CE 028 632
Rowe, Kenneth L. Hutt, Roger W.

Preparing for Entrepreneurship. Arizona State Univ., Tempe, Coll. of Business Administration.

Spons Agency—Arizona State Dept. of Education, Phoenix, Div. of Vocational Education. Pub Date—28 Sep 79

Note—314p.
Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Accounting, Advertising, Behavioral Objectives, *Business Administration, *Business Administration Education, Curriculum Guides, *Financial Support, Learning Activities, *Organization, *Personnel Management, Policy Formation, Secondary Education, Site Selection, Transparency, Vocational Education
Identifiers—*Entrepreneurs, *Self Employment, Small Businesses

This instructional guide for an entrepreneurship program of study in secondary schools is a teacher's manual combined with the essential learning activities for students. The 13 units—also appropriate for use at postsecondary or adult levels—may be used as a one-semester course, or in part, or in their entirety as supplements and hands-on experiences to accompany an entrepreneurship text. For each unit these materials are provided: unit objectives, sheets containing necessary content and background information, questions for discussion, transparency masters, and student activities. The 13 units are (1) Introduction to Entrepreneurship and Self-Employment; (2) Selection of Effective Legal Form of Business Organization; (3) Selection of Effective Specialized Assistance; (4) Financing the Small Business; (5) Selecting a Location; (6) Building, Equipment, and Layout; (7) Operating Permits, Licenses, and Tax Regulations; (8) Personnel Management for the Entrepreneur; (9) Building a Flexible Advertising Plan; (10) Determine Pricing and Credit Policies; (11) Inventory and Supplies; (12) Understanding a Basic Accounting System; and (13) Selection of Effective Protective Steps. (YLB)

ED 201 752 CE 028 640
Specific Career Orientation Readiness Evaluation. Final Report.

Gateway Vocational Technical School, Batesville, Ark.

Pub Date—Sep 80
Note—43p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, Career Choice, *Career Education, *Career Planning, Decision Making Skills, *Dropout Prevention, Dropout Rate, Dropouts, High School Students, Inservice Teacher Education, Orientation Materials, *Program Development, Program Effectiveness, Program Improvement, School Orientation, Secondary Education, Self Evaluation (Individuals), Staff Development, Student Attrition, Teacher Improvement, Technical Education, *Vocational Education, Work Sample Tests

Identifiers—*Gateway Vocational Technical School AR

A project was conducted at Gateway Vocational Technical School in Arkansas to reduce effectively the high percentage of students who discontinue vocational training before completing the course. This would be accomplished by assisting potential students with realistic career training decisions. The project involved the following four steps: (1) development and implementation of a pre-enrollment specific aptitude evaluation program for each training area offered; (2) development of basic orientation materials for use in acquainting potential students with career fields prior to enrollment and with special emphasis on non-traditional roles and promoting equal access to vocational programs; (3) further development of the job sampling process by establishing standards or norms used to predict an applicant's aptitude for a given course prior to entry, and (4) implementation of efforts to improve staff competencies, including an increased awareness of non-traditional roles through inservice training and promotion of these roles in aiding students in making career choices. Both students and staff felt that the specific career orientation evaluation has had a positive impact on potential students and staff, and despite the fact that Gateway's dropout rate is still too high, enrollment has substantially increased since the project's inception. (MN)

ED 201 753 CE 028 649
Litchfield, Carolyn G.

Model for Evaluating Specialized and Traditional Programs in Marketing and Distributive Education. Final Report. University of Kentucky Research Series in Marketing and Distributive Education.

Kentucky State Dept. of Education, Frankfort, Bureau of Vocational Education; Kentucky Univ., Lexington, Div. of Vocational Education.

Pub Date—Jun 80

Note—87p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Distributive Education, *Evaluation Methods, *General Education, Literature Reviews, *Marketing, Models, Outcomes of Education, Program Effectiveness, *Program Evaluation, Program Improvement, Secondary Education, *Specialization, Vocational Education. A project was conducted to develop a model for evaluating specialized and traditional programs in marketing and distributive education. The project included a review of literature containing information regarding the points of view expressed by advocates of the specialized, traditional, and middle-of-the-road approaches to program planning in marketing and distributive education. It also contained identification of a specific evaluation process model with selected research tools which could be used to implement the model. Components of the model were indicated as follows: a comprehensive needs assessment, the development of goals and objectives for the program, the statement of criterion questions based on the goals and objectives, the collection of data, data analysis, determining recommendations, and making decisions which lead to program improvement. In addition, planning tools and research tools which help to implement this model were identified. Recommendations for improving evaluation procedures were made. A bibliography is included in the publication. (KC)

ED 201 754 CE 028 651

Asplen, Donald. And Others

Mini-Computers and the Building Trades: A Guide for Teachers of Vocational Education. Final Report.

West Chester State Coll., Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Bureau of Research and Evaluation.

Pub Date—15 Aug 80

Contract—85-9828

Note—58p.; Some figures will not reproduce well. Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Air Conditioning, Building Design, Building Operation, *Building Trades, Computer Assisted Instruction, Computers, Computer Science, *Electricity, Futures (of Society), Guidelines, Heating, Housing, Instructional Materials, Material Development, Microcomputers, *Minicomputers, Program Development, State of the Art Reviews, Teacher Education, Trade and Industrial Education, *Vocational Education.

These training materials are designed to help vocational education teachers introduce students to the utilization and installation of mini- and microcomputers in residential and small business buildings. It consists of two chapters. Chapter 1 contains general materials, designed to promote awareness, and chapter 2 contains materials which are specific and designed for teachers of electricity, heating, and air conditioning. Topics discussed in chapter 1 are uses of the computer in the home, physical characteristics of the computerized house, characteristics of the computer, installation, practical implications for living in the home of the future, and selecting system components. Chapter 2 contains specific materials designed to help teachers of electricity and heating and air conditioning develop lesson plans which introduce students to the concept of computerized homes and buildings. It is divided into four sections. Section 1 reviews installation procedures for plans, sensor placement, and the function of the computer in two types of heating/cooling systems. Section 2 covers hardware considerations for input and output devices. Detailed discussion of sensors comprises section 3. Section 4 contains sample problem worksheets for students in electricity and heating and air conditioning classes. (MN)

ED 201 755 CE 028 652

Career Awareness and Job Placement for Early School Leavers and Adults. Final Report.

Arkansas State Dept. of Education, Little Rock.

Div. of Vocational, Technical and Adult Education; Special School District of Fort Smith, Ark. Pub Date—Jun 80

Note—102p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Adults, *Career Awareness, Career Counseling, Counselor Role, *Dropouts, *Guidance Programs, *Job Placement, *Program Development, Program Effectiveness, School Counseling, Secondary Education

Identifiers—Arkansas (Fort Smith)

A project was designed to expand the career guidance, counseling, placement, and follow-up services for early school leavers and adults in Fort Smith, Arkansas. A project coordinator met with staff at various schools to develop ways to expand career service for early school leavers. Students with high rates of absenteeism or discipline problems were given special counseling sessions. Project activities included required career orientation sessions at a career lab; weekly meeting by administrators, counselors, and students featuring information on careers in which students expressed special interest; dissemination of information about career lab resources; development of a slide presentation; and development of a job data bank. During the course of the 21-month project, the project coordinator worked with a total of 471 students and an additional number of adults at the city adult education center, made a total of 285 home visits, and found employment for 82 high school students. The project proved so successful that programs developed through the project will be continued and a second program will be added at another school. (The bulk of the report contains activity and dissemination materials developed through the project.) (MN)

ED 201 756 CE 028 662

Minimum Entry Standards for Fire Prevention Officers.

San Jose Community Coll. District, Calif.

Spons Agency—California State Board of Fire Services, Sacramento; California State Fire Marshall's Office, Sacramento.

Pub Date—[79]

Note—76p.

Pub Type—Guides - Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Resources, Entry Workers, *Fire Protection, *Job Skills, *Minimum Competencies, Occupational Information, *State Standards, *Vocational Education

Identifiers—*California, *Fire Prevention Officers

This guide outlines the minimum standards for entrance into the fire prevention career field in California. It contains descriptions of 50 tasks. Each task description consists of nine subsections. The task title briefly identifies the content of the task. The occupational analysis subsection identifies the block, unit, and task within the California Fire Service Occupational Analysis, which parallels the task contained in this guide. The next subsection identifies the location of the task in the pamphlet provided by the National Fire Protection Association. The level of learning for each task is identified in the level subsection. The performance goal section contains summaries of adequate preparation for written examinations, and specific standards for written and oral tests. The learning content subsection includes a brief summary of task requirements. Sources where training in the task may be obtained are listed in the training resources subsection. (MN)

ED 201 757 CE 028 664

Nelson, Robert E. Peverly, Pauline

Annotated Bibliography: Job Creation and Vocational Education.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Jul 80

Note—139p.; For related documents see ED 189 460 and ED 195 708.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Annotated Bibliographies, Career Education, Cooperative Education, *Economic Development, Economic Factors, Employment Opportunities, *Human Resources, *Job Development, *Labor Force Development, Policy, School Business Relationship, Statistical Studies, *Vocational Education, Young Adults, Youth Employment

Identifiers—Illinois, *Manpower Policy

This bibliography contains annotations of over

150 publications dealing with job creation and economic development. Focus is on recent publications, but some from the past 15 years are included to show the evolution of the job creation process. Materials are organized within the following nine major sections: (1) Human Resource Development, (2) Statistical Information, (3) Vocational and Career Information, (4) Public/Private Involvement, (5) Work-Related Projects, (6) Economic Factors, (7) Illinois Manpower Information, (8) National Manpower Policies, and (9) International Manpower Policies. References, listed alphabetically by author, are presented in a format containing any or all of the following information: author(s)/editor(s), organization or agency, title place and date of publication, number of pages, annotation, and table of contents. An appendix lists addresses of book publishers and research organizations. (YLB)

ED 201 758 CE 028 665

Becker, William J. Cole, Jacquelyn M.

Reduction of Sex Stereotyping in Vocational Education Programs. Final Report, July 1, 1979-June 30, 1980.

Florida Univ., Gainesville.

Spons Agency—Florida State Dept. of Education, Tallahassee, Div. of Vocational Education.

Pub Date—Jun 80

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Programs, Educational Research, *Equal Education, Females, Males, Program Development, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Stereotypes, State Surveys, *Vocational Education

Identifiers—Florida

The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs. Twenty-one secondary schools that appeared to have been the most successful in achieving nontraditional enrollments and the 21 schools in the state reflecting the lowest nontraditional enrollment patterns were selected for study. Person-to-person interviews were conducted separately with principals, counselors, teachers, and students in each school. In addition, assessment forms were completed to determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping. Six activities received the highest percentage of yes responses from the schools identified as most successful in reducing sex stereotyping: (1) textbooks and teaching materials revised to eliminate sex bias, (2) student handbook revised to eliminate sex bias, (3) facilities adapted to both sexes, (4) vocational student organizations considered to be an important part of curriculum, (5) course recruitment, and (6) unbiased teaching. (LRA)

ED 201 759 CE 028 676

Truitt, Debbie

Family Living Supplement.

Oklahoma State Board of Vocational and Technical Education, Stillwater, Curriculum and Instructional Materials Center.

Pub Date—81

Note—187p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 W. Sixth Ave., Stillwater, OK 74074 (\$9.50).

Pub Type—Guides - Classroom - Learner (051)—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Education, Career Planning, Children, Clothing, Daily Living Skills, Family Life, *Family Life Education, Family Relationship, Food, *Home Economics Skills, Homemaking Skills, *Home Management, Housing, Instructional Materials, Job Search Methods, Learning Activities, *Money Management, *Occupational Home Economics, Success, Vocational Education

This family living supplement contains 125 supplemental ideas and strategies designed to help vocational home economics teachers increase student motivation and enrich the teaching process. Ideas and strategies are organized into seven sections. These are career planning, securing a job, and career success; managing financial resources, buying practices, using banking services, establishing credit and obtaining bank loans, and financial security; per-

sonal development and personal relationships; life styles, pregnancy and childbirth, infant care, and parent child relationships; clothing selection and care; meal planning and table service, kitchen tools and utensils, food preparation, and special occasions; and housing selection and home furnishing selection and maintenance. Materials are provided in a variety of forms, including bulletin board ideas, transparency masters, puzzles, word hunts, mobiles, quiz games, and visual presentations. (MN)

ED 201 760 CE 028 679

Competency-Based Occupational Programs: Identification, Structuring, and Evaluation.

Pensacola Junior Coll., Fla.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Community Colleges; Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—[81]

Note—324p.; For a related document see ED 178

133.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Allied Health Occupations Education.

*Associate Degrees, Auto Body Repairers,

*Behavioral Objectives, Buildings, Business Administration Education, Business Education, Civil

Engineering, *Competency Based Education, Computer Science, Correctional Rehabilitation,

*Course Objectives, Courses, Drafting, *Job

Skills, Law Enforcement, Legal Assistants,

Maintenance, *Measuring Measures (Individuals),

Police, Program Development, Student Evaluation,

Two Year Colleges, *Vocational Education

Identifiers—Building Maintenance Personnel, Environmental Engineering, Respiratory Therapists

This publication presents results of the third phase

of a Pensacola Junior College project to develop

certain vocational programs as competency-based

education. A brief narrative discusses the entire project—especially phase 3, which involved identification

and definition of those competencies expected by

an employer using input from an advisory committee

comprised of employers within the district. For each

vocational program, some or all of these (or comparable)

materials are provided: discussion of program general objectives; program map leading

to earned certificate (associate of science degree);

program major learning outcomes at certificate

level; program goals at certificate level; major learning

outcomes of courses; entry level competencies

chart showing competency, rationale, program

competency, and evaluation; and employer task

evaluation instrument. These 16 vocational programs

are included: automobile body refinishing,

automobile body repair, building maintenance, business,

civil engineering technology, computer science,

corrections, criminal justice, law enforcement

tract, drafting technology, environmental engineering

technology, legal assistant, management,

marketing, paramedic technology, and respiratory

therapy technician. These related educational programs

are also presented: communication skills, customer

relations/industrial relations, mathematics, and occupational safety. (YLB)

ED 201 761 CE 028 683

Bibliography of Vocational Education Materials.

Keene State Coll., N.H.; New Hampshire State

Dept. of Education, Concord. Vocational-Technical

Education Div.

Pub Date—80

Note—122p.

Pub Type—Reference Materials - Bibliographies

(131) — Reference Materials - Directories/

Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agricultural Education, Allied

Health Occupations Education, Career Education,

Consumer Education, Curriculum, Distributive

Education, Educational Facilities Planning,

Elementary Secondary Education, Guidance,

Guides, Home Economics, Industrial Arts, *Instructional

Materials, *Learning Resources Centers,

*Library Collections, Medical Education,

Office Occupations Education, Postsecondary

Education, Program Evaluation, *Resource

Materials, Student Evaluation, *Teaching Methods,

Technical Education, Trade and Industrial

Education, *Vocational Education

Identifiers—Keene State College NH

This bibliography lists approximately 1400 vocational

education materials available at the Learning

Resources Center, Keene State College, New

Hampshire. Each item is categorized under one of

18 topics: (1) agriculture; (2) distributive education; (3) health occupations; (4) consumer/homemaking; (5) office occupations; (6) industrial arts; (7) technical education; (8) trade and industrial occupations (38 separate occupations); (9) guidance; (10) methods, techniques, and activities; (11) facilities; (12) testing, assessment, and evaluating; (13) administration; (14) statistics; (15) energy and environment; (16) state reports; (17) teacher education-staff development; and (18) postsecondary and professional. Information provided for each entry includes author, editor, or organization; title; and place and date of publication. (YLB)

ED 201 762 CE 028 696

Pattschull, Paula

Adult Education Special Demonstration Project.

Special Needs Group-Handicapped: Development of Appropriate Services for the Learning

Disabled.

CSPS Foundation, Wheat Ridge, Colo.

Spons Agency—Colorado State Dept. of Education,

Denver.

Pub Date—Dec 80

Grant—80-5

Note—348p.; For a related document see CE 028

697.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education,

*Adults, Case Studies, Citations (References),

Demonstration Programs, *Educational Diagnosis,

*Educational Therapy, Exceptional Persons,

*Individualized Education Programs, Individualized

Instruction, Instructional Materials,

*Learning Disabilities, Literature Reviews, Models,

Program Development, Program Implementation,

Special Education

A project was conducted to serve directly individuals

enrolled in adult education programs whose life

potentials have been severely limited by specific

learning disabilities. The target group was students

whose academic achievement grade levels fell within a

0-4 (and secondarily 4-8) range. Direct service

components were diagnostic testing and evaluation,

with written reports and comprehensive interpretive

conferences and individualized prescriptive remedial

programs delivered on a one-to-one basis in a clinical

setting; and informal personal counseling. Additional

services included consulting with adult education teachers

on specific individuals, developing appropriate materials

and programs for adult learning-disabled students, and

broadening the community's awareness of adults with

learning disabilities. All services were provided by

experienced learning disabilities teachers. This report

offers background on adults with learning disabilities

from general needs to theoretical perspectives, a brief

review of selected literature, a clinically based service

model of educational therapy, a critique of a recent

diagnostic battery suitable for adults with learning

problems, and detailed accounts of this project's

objectives. Abbreviated case studies, progress reports, and a

list of remedial materials are also included in appendices.

Factors predictive of individual success in educational

therapy are discussed. Recommendations for future

programs for the learning-disabled adult are given.

(Author/KC)

ED 201 763 CE 028 697

Final Report of Specialist Psycho-Educational

Adult Remediation. The SPEAR Project, September, 1979 to June, 1980.

Manna Foundation, Inc., Greeley, Colo.

Spons Agency—Colorado State Dept. of Education,

Denver.

Pub Date—80

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Career Planning,

Concept Formation, *Educational Diagnosis,

Educational Objectives, Educational Planning,

Handicap Identification, *Individualized Education

Programs, Language Acquisition, *Learning Disabilities,

Learning Problems, Perceptual Motor Coordination,

*Psychoeducational Methods, Remedial Programs, Skill Development,

Special Education

Identifiers—Project SPEAR

The objectives of the SPEAR (Specialized Psycho-

Educational Adult Remediation) project were to

both introduce and incorporate mainstreamed

adult basic education through offering specialized

services to learning-disabled adults. This program

both identified and educationally remediated specific learning disabilities and included educational and career planning suited to the individual. Of the 20 adults enrolled in the program, 12 attended regularly and remained in the program long enough to show some improvement in their performance. Following this narrative section, approximately one-half of the document is comprised of an outline of a slide presentation explaining the project. Topics covered include the three areas addressed by the project—selected perceptual-motor skills, language development skills, and conceptual skills—and Project SPEAR objectives. A table detailing grade level pre-test and post-test comparison of students is appended. (YLB)

ED 201 764 CE 028 698

Giesen, Linda A.

An Evaluation of Grotelueschen's Model for Evaluating an Adult Education Program.

Pub Date—Feb 79

Note—103p.; Master's Thesis, University of Minnesota. Some tables and figures will not reproduce

well due to small print.

Pub Type—Dissertations/Theses - Masters Theses

(042) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Education, *Career Change,

Career Education, Career Planning, Evaluation,

Evaluation Criteria, *Evaluation Methods, *Models,

Participant Satisfaction, Program Effectiveness,

*Program Evaluation Testing, Test Items,

*Test Validity

Identifiers—*Grotelueschen Model

The purpose of this study was to determine the

value of the Grotelueschen evaluation model in

terms of six criteria: usability, comprehensiveness,

cost-effectiveness, flexibility, validity, and objectivity.

This evaluation process was chosen from six

models that were reviewed to determine the effectiveness

of an adult education program on career renewal

offered by the state of Minnesota. The evaluation

design was based on the eight questions posed by the

Grotelueschen model: purposes, audiences, issues,

resources, evidence, data gathering, analysis, and

reporting. Inclusion of a question on criteria and

standards, lacking in the model, was found necessary.

A fifteen-item questionnaire was developed and

administered to 41 participants in three separate

training programs. Questions dealt with career decision-

making, responsibility, satisfaction, and confidence.

Findings indicated that the majority of participants

felt increased levels of decision making, responsibility,

and confidence in their career after program participation.

Assessment of the total evaluation—its goals, design, implementation,

and results—revealed that the Grotelueschen model

was usable, flexible, cost-effective, valid, and objective.

(Appendices, amounting to approximately one-fifth of the

document, include five of the six evaluation models reviewed and the questionnaire.) (YLB)

ED 201 765 CE 028 699

Jackson, Verdel

Alternative Strategies for Delivery of Vocational

Education to Rural Schools.

Alaska State Dept. of Education, Juneau.

Pub Date—Aug 78

Note—44p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction,

Cooperative Education, Cooperative Programs,

Correspondence Study, Delivery Systems, Educational

Planning, Educational Radio, *Educational Strategies,

Educational Television, Flexible Scheduling, Home

Instruction, Independent Study, Job Development,

Learning Centers (Classroom), Minicourses, Mobile

Laboratories, *Program Design, *Program Development,

Programmed Instruction, Program Implementation,

Residential Programs, *Rural Schools, Secondary Education,

Student Exchange Programs, Student Teachers,

Teacher Exchange Programs, Teleconferencing,

*Vocational Education, Volunteers, Work Study

Programs

This booklet for educational administrators and

instructors contains a series of 30 strategies to overcome

problems of delivering a vocational program in small

rural schools. The strategies, written in abstract form,

are intended for adaptation or modification for local use.

Each is presented in this format: definition, purpose,

description, planning, staff requirements, multimedia use,

initial cost, and additional cost per student. These strategies are

presented: cooperative schools concept, flexible scheduling, phasing, television and radio, learning center system, correspondence study, mini-courses, learning on athletic trips, teacher exchange, computer-assisted instruction, conference call, in-home instruction, independent study, intermediate units, job creation, differentiated staffing, programmed instruction, two-in-one mobile instructional materials, mobile labs, residential boarding programs, teacher interns, community resource trainer, work study, student exchanges, cooperative vocational education, rural student vocational programs, itinerant teachers, individualized instruction, and vocational experts in the school. (YLB)

ED 201 766 CE 028 706
McKinlay, Bruce

Career Information Workshops, 1978-79.

Oregon Univ., Eugene. Career Information System. Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—Jan 81

Note—39p. For related documents see CE 028 706-710. Sponsored in part by The National Occupational Information Coordinating Committee. Available from—Career Information System, University of Oregon, 247 Hendricks Hall, Eugene, OR 97403 (\$4.00).

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, Computer Oriented Programs, Consortia, Delivery Systems, Education Work Relationship, Employment Qualifications, Followup Studies, Information Dissemination, Information Processing, Information Systems, *Occupational Information, Postsecondary Education, *Program Development, Program Evaluation, Secondary Education, Staff Development, *State Programs, *Technical Assistance, *Workshops

Identifiers—*Career Information System, Oregon

This publication reports an Oregon project to organize workshops to enable interested people to learn about the full range of benefits and requirements of a state career information system and to initiate the local developmental process if they decide to proceed. Chapter 1 addresses the need for Career Information Workshops and workshop development. Chapter 2 overviews the workshop program, including site solicitation (process, workshop site selection), local planning activities (physical arrangements, participant invitation process), attendance, workshop agenda (a sample agenda with explanatory notes and participant evaluations is provided), workshop evaluation, and workshop followup (steering committee, followup assistance). Impact of the workshops and followup are also briefly discussed. Chapter 3 makes some observations about the role of seven influences in shaping the project and determining its outcome. These are (1) technical characteristics of career information systems, (2) uncertainties of federal assistance and aggressive commercial marketing of delivery systems, (3) quality of workshop materials, (4) abilities of workshop presenters, (5) developmental evaluation strategy that produced improvements even during the project, (6) followup technical assistance made possible by the grant, and (7) key role played by workshop site coordinators and local leaders. The evaluation form is appended. (YLB)

ED 201 767 CE 028 707

Kowalczykowski, Linda

The Review Panel Process.

Oregon Univ., Eugene. Career Information System. Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date—80

Note—28p. For related documents see CE 028 706-710. Sponsored in part by The National Occupational Information Coordinating Committee. Available from—Career Information System, University of Oregon, 247 Hendricks Hall, Eugene, OR 97403 (\$4.00).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, Career Education, Computer Oriented Programs, Education Work Relationship, *Evaluation, *Information Systems, Material Development, *Occupational Information, Personnel Needs, Postsecondary Education, Recordkeeping, Secondary Education, State Programs

Identifiers—*Career Information System, *Review

Panels

This paper is a practical guide for states planning to implement a review panel to enhance file maintenance in a career information system. It also describes successful methods employed in established review panels in California, Alaska, Washington, Massachusetts, Nebraska, Michigan, and Oregon. The first two brief sections introduce the purpose of this publication and address the purpose of a review panel, namely to supplement standard data sources, verify information in files and identify possible variations in local areas, allow community to react, and promote public awareness of the system. In the third section steps and procedures in carrying out the review panel process are explained, including (1) preparation, (2) scheduling (determining order in which clusters or occupations are scheduled to leave office for review), (3) selection of review panel members, (4) telephoning of prospective reviewers, (5) record keeping (methods, assigning numbers), (6) mailing procedure, (7) recording costs, and (8) continuing the process. Section 4 discusses three necessary considerations for implementing a review panel—development of materials, staffing, and budget. Section 5 lists nine techniques employed by staff of one career information system to improve response rate. Five other improvements are also suggested. Appendices include sample review panel schedule, telephone conversation, mailing list, and budget form. (YLB)

ED 201 768 CE 028 708

Burton, Mary Kennedy

Management Issues in Information Development. A Report on Management Approaches in Systems of Computer-Based Career Information.

Oregon Univ., Eugene. Career Information System. Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date—80

Note—84p. For related documents see CE 028 706-710. Sponsored in part by The National Occupational Information Coordinating Committee. Available from—Career Information System, University of Oregon, 247 Hendricks Hall, Eugene, OR 97403 (\$6.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administration, Career Education, Computer Oriented Programs, Data Collection, Education Work Relationship, Employment Qualifications, Evaluation, *Information Processing, *Information Systems, Management Systems, *Occupational Information, Personnel Needs, Planning, Postsecondary Education, Program Design, *Program Implementation, Secondary Education, State Programs

Identifiers—*Career Information System, *Information Development

This paper summarizes major experiences and practices of information development units of state-based career information systems which produce accurate, current, and localized occupational and educational information for career planning. It is intended as a guide for states considering setting up a similar system and for staff members in presently developing state-based systems of career information. Sections of the paper provide explanations and detail related to these areas: (1) characteristics of good information, (2) definition of an implementation strategy to follow and information topics to be covered, (3) staffing the information development unit, (4) use of a data collection strategy that relies on existing data sources, (5) implementation of a systematic information updating design, and (6) use of workplans to organize major tasks. Appendixes include a workplan and job descriptions of information development unit staff. (YLB)

ED 201 769 CE 028 709

Franklin, Paul L.

Financing a Career Information System.

Oregon Univ., Eugene. Career Information System. Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—Oct 79

Note—67p. For related documents see CE 028 706-710. Sponsored in part by The National Occupational Information Coordinating Committee. Available from—Career Information System, University of Oregon, 247 Hendricks Hall, Eugene, OR 97403 (\$7.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, Computer Oriented Programs, Education Work Relationship, Employment Qualifications, *Fees, *Financial Support, *Information Systems, *Occupational Information, *Operating Expenses, Postsecondary Education, Program Budgeting, Program Costs, *Resources, Secondary Education, State Programs

Identifiers—*Career Information System

This practical introduction and guide to the financing of a state-based system of career information is intended for policy makers and practitioners engaged in implementing career information services. Chapter 1 is an introduction to both career information systems and their financing with concentration on service fees as the base for attaining financial viability and other sources as means of augmenting funds collected through service fees. Chapter 2 considers the context for financing a career information system, including the prevailing start-up and phase-out approach in initial system support, determining on-going operational costs, and service fees as the base of support. Some principles of service fee schedule development and experiences of some currently operating state systems are discussed in chapter 3. Two models for assessing fees are outlined—a single comprehensive fee and diversified fee schedules. Chapter 4 reviews some major sources that existing state systems have tapped to augment service fees: (1) in-kind contributions, (2) line item allocation by state legislatures, (3) support from state agencies, (4) support from private foundations, and (5) contributions from private business and industry. Chapter 5 is a summary. Appendixes include a work plan/worksheet for calculating costs and fees and a brief article on relating revenues to expenditures. (YLB)

ED 201 770 CE 028 710

Arnold, Jody McKinlay, Bruce

Board Notebook, A Guide to Compiling Information for Boards of Systems for Career Information.

Oregon Univ., Eugene. Career Information System. Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date—80

Note—102p. For related documents see CE 028 706-709. Sponsored in part by The National Occupational Information Coordinating Committee. Available from—Career Information System, University of Oregon, 247 Hendricks Hall, Eugene, OR 97403 (\$10.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, Career Education, Computer Oriented Programs, Consortia, Education Work Relationship, Employment Qualifications, *Governance Boards, Guidelines, *Guides, *Information Systems, *Occupational Information, *Orientation, Policy Formation, State Programs

Identifiers—*Career Information System

This guide offers suggestions for preparing notebooks for board members of a state-based career information system and contains a sample notebook. (A personal notebook has three main goals: introduces a new board member to the state system and explains the role of a board member, organizes essential materials that will be received and used by a board member, and is a reference for the board member when discussing the system with others.) The nine-page part 1, Suggestions for Preparing Notebooks for Board Members of a State-Based Career Information System, discusses activities of policy-making boards. It gives guidelines for establishing and initiating activities of the boards. Some procedural examples are given related to orientation of new board members. Major categories or material useful in a board notebook are summarized. Part 2, A Sample Board Notebook, contains a model with sample contents/materials for three types: (1) full general-purpose documents suitable for reproduction, (2) suggestions and samples of materials that could be developed for the particular state, and (3) references to additional material that can be ordered. These categories are included: board role and membership, agendas and minutes, committee reports and correspondence, constitution and policies, fiscal aspects, organizational information, and sample materials. (YLB)

ED 201 771 CE 028 712

Hoffman, Ken

Development of a Pilot Program for Career Information, Recruitment, Counseling, and Placement Services for Potential Vocational Office Education and Distributive Education, Home Economics and Industrial Arts Teachers. Final Report, July 1, 1979 to June 30, 1980.

Emporia State Univ., Kans.

Spons Agency—Kansas State Dept. of Education, Topeka. Curriculum Section.

Pub Date—80

Note—53p.; Some pages will not reproduce well due to small or weak print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Education Teachers, Career Counseling, *Career Guidance, Distributive Education Teachers, Higher Education, Home Economics Teachers, Industrial Arts Teachers, Models, Pilot Projects, *Preservice Teacher Education, *Program Design, Schools of Education, Teacher Education, *Teacher Placement, *Teacher Recruitment, Teacher Shortage, Teaching (Occupation), Trade and Industrial Teachers, Vocational Education, *Vocational Education Teachers

Identifiers—Emporia State University KS

One of the major problems facing vocational education today is the lack of qualified and competent teachers to fill vacancies created by expansion in the vocational education programs. This pilot project conducted at Emporia State University (Kansas) was constructed to develop a comprehensive model to recruit, counsel, and place vocational business occupations teachers, industrial education teachers, home economics teachers and coordinators in the schools of Kansas. In the project, the guidance and career services (of several state agencies) currently being used in public education were to be adapted to the university level. The project designed a model for long-term cooperative arrangement between the information, recruitment, counseling, and placement services in vocational teacher education. The procedure used was visitations to vocational and teacher education programs at other institutions which had been identified as integrating the guidance services into teacher education activities. Secondly was the development of the demonstration model for providing an integrated system for teacher career information, recruitment, counseling, and placement services for potential teachers. Plans for installation and initiation of the service system in the university were completed. This involved input from staff, advisory committee, and resource personnel. The system was to be installed at Emporia State University and initiated for a year-long trial period during the 1980-81 school year. (KC)

ED 201 772 CE 028 713

Broussard, Roland L.

Computer Assisted Instruction in Adult Basic Education.

Pub Date—15 Apr 81

Note—12p.; Paper presented at the Adult Basic Education National Conference (Providence, RI, April 15, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Adult Basic Education, *Computer Assisted Instruction, *Computer Managed Instruction, Cost Effectiveness, Educational Needs, Educational Opportunities, *Individualized Instruction, Outreach Programs

Computer-based education has been extensively studied in the last two decades. Such studies have shown that applications of computers, such as computer-aided instruction (CAI) and computer-managed instruction (CMI), can be useful in some facets of education, especially teaching basic skills and for drills. CAI is the use of a computer to help present instruction and/or to interact with a student to enhance learning. It can employ as many as four instructional formats: tutorial, drill and practice, dialogue, or a combination of any or all of these. CMI can be defined as a total educational approach which can provide the teacher or trainer with a management information system—a computerized means of testing, record keeping, and decision making, that assists effective administration, optimized learning, and individual learner management. CAI has the virtues of aiding drill and assisting in individualizing instruction. For a variety of subject areas and grade

levels, CAI has been shown to be cost effective. At this time there is little use of CAI in adult education, especially in adult basic education (ABE), but systems employing CAI and CMI have the potential in the near future for dramatically extending educational opportunities to undereducated adults. Homebound programs are possible, and the systems' flexibility will permit greater individualization of ABE programs. (KC)

ED 201 773 CE 028 724

Fernandez, Richard L.

Issues in the Use of Postservice Educational Benefits as Enlistment Incentives. A Rand Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.

Report No.—Rand-N-1510-MRAL

Pub Date—Jul 80

Contract—MDA903-77-C-0108

Note—81p.

Available from—The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 (\$5.00).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Armed Forces, Cost Effectiveness, *Educational Benefits, Educational Finance, *Enlisted Personnel, *Enrollment Influences, High School Graduates, Military Personnel, *Military Service, Postsecondary Education, Program Effectiveness, Recruitment, *Student Financial Aid, *Veterans

Identifiers—Army, GI Bill, Navy, *Veterans Educational Assistance Program

This study examined positive and normative policy issues in the use of educational benefits as military service enlistment incentives. A test of the attractiveness of enhancements to the Veterans' Educational Assistance Program (VEAP) has been underway since January 1979. The enhancements, called VEAP "kickers," are limited to high school graduates in mental categories who enlist in the Army's combat arms or in certain of the Navy's sea-going engineering ratings. Examined from the perspective of the services, the VEAP kicker does not appear to be as attractive an enlistment incentive as might be supposed. Cash enlistment bonuses for three-year enlistees should be more cost-effective. Alternatively, eliminating the current mental category restriction of the kicker would raise costs per recruit but should yield a much greater response of well-motivated recruits. It would also reduce the likelihood of discrimination charges being raised against the VEAP kicker program, which disproportionately disqualifies blacks and other minorities. Four recommendations for research and policy action emerge from the analysis: (1) the VEAP kicker possibly should be eliminated as a selective enlistment incentive in favor of straight enlistment bonuses; (2) if the kicker is retained, it should be offered to all high school graduate combat arms enlistees; (3) the attrition and retention of current kicker participants should be monitored; and (4) to improve the attractiveness of VEAP, interest should be paid on individual and government contributions. (KC)

ED 201 774 CE 028 732

Morio, Simone Zoetizoun, Yarrise

Two Studies on Unemployment Among Educated Young People.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-101618-0

Pub Date—80

Note—133p.

Available from—UNIPUB, 345 Park Ave. South, New York, NY 10010 (\$6.00).

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Developed Nations, *Developing Nations, Economic Change, Education Work Relationship, Employment Opportunities, *Graduates, Labor Market, Social Change, *Unemployment, Young Adults, *Youth Employment, Youth Problems

Identifiers—*Africa, *Europe (West), French Speaking

These studies concentrate on unemployment among educated young people in Western Europe and Africa. The first study focuses on unemployment among educated young people in the devel-

oped market-economy countries. In seeking to outline problems relating to youth unemployment, the study first attempts to define unemployment. An analysis is then made of characteristic features of youth unemployment—some common to all young people, others unique to educated young people. These causes of unemployment among educated young people are then discussed: (1) shortcomings in the educational system, (2) changes in the labor market, and (3) national economic and social structure. Attempts by governments to solve the problem are outlined and chances of success are evaluated. The second study analyzes unemployment in French-speaking developing countries. It begins with general remarks on youth problems, characteristics of economies of developing countries, and the working population and unemployment in Africa. The second section addresses the concept and legal definition of unemployment and the development of education and employment in the French-speaking countries of Africa. In the third section unemployment among young people holding diplomas or certificates is assessed, and characteristics of unemployment are compared for educated and uneducated young people. A final section summarizes fundamental and immediate or secondary causes of unemployment. (YLB)

ED 201 775 CE 028 733

Hornby, P. And Others

Guidelines for Health Manpower Planning. A Course Book.

World Health Organization, Geneva (Switzerland). Report No.—ISBN-92-4-154156-3

Pub Date—80

Note—359p.; Small print may not reproduce clearly.

Available from—WHO Publications Center, 49 Sheridan Ave., Albany, NY 12210 (\$14.30, plus postage: \$1.25 per shipment or \$0.15 per each copy in shipment).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Courses, Curriculum Guides, *Developing Nations, Employment Projections, Health Personnel, *Health Services, *Labor Force, Labor Force Development, Labor Needs, *Labor Supply, Learning Activities, Objectives, *Planning, Seminars, Workshops

Identifiers—*Manpower Planning

This course is intended for training health service managers, planners, and educators to apply the principles and methods of health manpower planning. It consists of 12 half-day sessions and is for use in a group learning setting such as a workshop or seminar. Each session contains the following: a summary of content; statement of the specific educational objectives of the session; the session structure; learning materials, including practical examples, covering the topic area directly linked to the educational objectives; reference list of additional background reading; and work exercises. Evaluation instruments provided are a pre-course questionnaire, daily evaluation of the session covered, and end-of-course questionnaire. Session topics are (1) Health Manpower Planning; (2) Ten Steps to Health Manpower Planning; (3) Health Manpower Situation Report on Existing Manpower and Services; (4) Future Supply of Manpower; (5) Manpower Requirements—Quantity, Quality, and Distribution; (6) Mismatches between Supply and Requirements; (7) Solving Mismatches; (8) Organizational and Management Problems; (9) Manpower Strategy and Outline Plan; (10) Detailed Health Manpower Development Plan; (11) Implementation and Monitoring; and (12) Concluding Session. An annotated bibliography cites 61 references on manpower planning activities applicable to developing countries. (YLB)

ED 201 776 CE 028 734

Rossmann, Marilyn Martin Parsons, Joanne

A Descriptive Study of Consumer & Homemaking Programs in Minnesota. Secondary and Adult Programs. Final Report.

Minnesota Univ., Minneapolis. Coll. of Education. Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—Jun 80

Note—102p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Vocational Education, Case Studies, *Compliance (Legal), *Consumer Education, Curriculum, Disadvantaged, Educational Legislation, Enrollment, Federal Legislation, *Home Economics, Males, *Nutrition Instruction, *Parenthood Education, Program Descriptions, Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, *Sex Fairness, Sex Role, Sex Stereotypes, Student Teacher Relationship, Surveys, Teacher Attitudes, Teacher Qualifications, Vocational Education

Identifiers—Minnesota. *Vocational Education Amendments 1976

This report details a two-part study to describe the Minnesota secondary and adult consumer and homemaking program and to identify "special" consumer and homemaking programs and describe them through case studies. Questions in the study focus on responsiveness to the 1976 Vocational Education Amendments. The methodological approaches used are applicable to other programs. Part 1 describes a quantitative survey which identified student enrollments, teacher preparation and length of service, content areas being taught, and adaptation of curriculum to eliminate sex role stereotyping. Part 2 focuses on qualitative case studies of ten selected home economics programs in Minnesota at both secondary and adult levels. The following categories of information are integrated into each five-to-seven-page case study: history of the program, student-teacher interactions, concerns of teachers, and quotes from persons involved with the program. Emphasis of the evaluation is given to outreach to new population (males, parents, disadvantaged adults), elimination of sex bias, and inclusion of consumer, nutrition, and parent education in the curriculum. Appendixes, amounting to approximately one-fifth of the report, include the questionnaires and guides for case study interviews and observations. (YLB)

ED 201 777

CE 028 739

Holmstrom, Engin Inel

The Information Gap in Allied Health Manpower. Southern Regional Education Board, Atlanta, Ga. Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Pub Date—81

Grant—PHS-5-D12-AH90131

Note—49p.

Pub Type—Information Analyses (070)—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations, Allied Health Occupations Education, Data Bases, *Data Collection, Definitions, Educational Needs, *Educational Planning, Health Needs, *Information Needs, Labor Force, *Labor Needs, Labor Supply, Models, Needs Assessment, Research Design, *Research Needs, Research Problems, State of the Art Reviews

A study examined the extent of the deficit of data concerning allied health fields supply and requirements to determine the kinds of data and studies needed to improve the data base for health and allied health education. At present, data deficits exist in the areas of allied health occupations labor supply and requirements, future health needs, and educational needs. Current manpower forecasting models, which vary in scope, methodology, and assumptions, tend to concentrate on single occupations, usually ignoring other health professionals who can and may be providing the same services. Deficiencies and shortcomings of allied health manpower information have discouraged any attempt to treat health care delivery as a system. This hampers development of efficient and productive data collection procedures. Development of guidelines for well-coordinated research and data collection is essential in the areas of supply and requirements, distribution, utilization, and productivity. Enumerative, descriptive, and analytic information is needed in all four needs areas to plan and insure optimal utilization of resources. (A postscript contains suggestions for making decisions without ideal data.) (MN)

ED 201 778

CE 028 749

Toombs, William

The Organization of Educational Brokering Units: Aspects of Effectiveness.

Pub Date—Apr 81

Note—35p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Comparative Analysis, Educational Needs, *Educational Policy, Followup Studies, Models, Needs Assessment, *Organizational Effectiveness, Organizations (Groups), Policy, Program Descriptions, *Program Design, *Program Effectiveness, Success

Identifiers—*Educational Brokerage, *Educational Information Centers, Pennsylvania

Using the concept of organizational effectiveness to aid in the development of a statewide policy for educational information centers (EICs), a project described and analyzed selected organizational features of 28 Pennsylvania Educational Information Centers. Six organizational attributes, dealing with structure, policy, and process (legitimacy, funding, staff, clients, connections, and information) were examined as they appear in the 28 Pennsylvania units. Using the six organizational features, the sample was first described to give a sense of the variety and similarity in the way the centers operate. Next, comparisons among the units were made by means of an intra-sample rating to identify areas that were most effectively organized. Then a panel of national experts from outside Pennsylvania rated the organizational features in a forced choice model. The study revealed that an EIC can be operated effectively under a variety of organizational forms and that the task of communicating what EICs are all about is consistently and seriously underestimated. It was also found that sponsorship makes important contributions to the survival quotient of EICs. Effective utilization of policy units, reports, planning, staff, information, and networking are among key EIC success factors. At present EIC funding is uncertain. (MN)

ED 201 779

CE 028 750

Paul, Krishan K.

Vocational Education for Job Creation.

American Vocational Association, Inc., Arlington, Va.

Pub Date—16 Apr 81

Note—19p. For a related document see ED 189 460. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type—Opinion Papers (120)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Economic Development, Industrial Training, *Information Dissemination, *Job Development, Job Training, Linking Agents, Program Development, *School Business Relationship, *School Role, *Vocational Education

In addition to vocational education's role in training workers for jobs, vocational education has an additional role in helping to create jobs for workers by cooperating with industry and with economic development agencies. There are three ways that vocational education helps industry to promote economic development and create jobs. They are (1) new-industry training, (2) existing-industry assistance, and (3) self-employment training. To see how vocational education is fulfilling its job development role, the American Vocational Association has been conducting a project to identify and promote linkages among vocational education, industry, and state and local agencies for the purpose of economic development. All 50 states were surveyed to identify exemplary projects. Seventeen state and local programs were selected for a detailed study which is still in progress. However, several characteristics of effective linkages and mutually beneficial relationships between industry and education are already evident. Some of these characteristics include strong and dedicated leadership; flexibility; mutual respect and trust; the absence of "strings"; and providing a needed service for the area. Information collected from the field studies is being analyzed and will be used to promote new programs at places where they do not exist. During the final phase of the project, dissemination workshops will be held in different parts of the country to encourage the deve-

lopment of closer linkages among vocational education, communities, and industry. (KC)

ED 201 780

CE 028 752

Fante, Cheryl H.

The Relationship between a Linear Combination of Intelligence, Musical Background, Rhythm Ability and Tapping Ability to Typewriting Speed and Accuracy.

Pub Date—Aug 80

Note—60p. Masters Thesis, University of South Florida. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Parts of appendix may be marginally legible.

Pub Type—Dissertations/Theses - Masters Theses (042)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Background, High Schools, High School Students, *Intelligence, Motivation, Multiple Regression Analysis, *Music, Music Education, Office Occupations Education, *Prediction, Predictive Validity, *Predictor Variables, Skill Development, *Student Motivation, Success, Training, Training Methods, *Typewriting, Vocational Education

Identifiers—Rhythm, *Tapping Test

This study was conducted in an attempt to identify any predictor or combination of predictors of a beginning typewriting student's success. Variables of intelligence, rhythmic ability, musical background, and tapping ability were combined to study their relationship to typewriting speed and accuracy. A sample of 109 high school students was pretested using the Seashore Rhythm Test, Digit Recall Test, and the Tapping Test. The students were then posttested at the end of the first semester of instruction to obtain speed and accuracy scores from an average of three three-minute timed writings. Additionally, the motivation control variables of assignments completed and absences were introduced into the analysis. A least-square stepwise multiple regression analysis was employed to analyze the data. The stepwise results indicate that the motivation variable, assignments completed, was the most significant factor in predicting typewriting speed. Beyond motivation, the Tapping Test had a significant zero order correlation with speed. No predictor tests used in this study were able to predict typewriting accuracy. Analysis of the data obtained supports the possibility of predicting a student's typewriting speed based on motivation and the Tapping Test, the predictor variable. (Author/KC)

ED 201 781

CE 028 753

Meyer, Bonnie J. F.

Learning and Memory from Text across the Adult Life Span.

Spons Agency—National Inst. of Mental Health (DHHE), Rockville, Md.

Pub Date—Apr 81

Grant—NIMH-MH-31520

Note—31p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Information Analyses (070)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Learning, Adults, *Age Differences, Aging (Individuals), College Graduates, Educational Attainment, Lifelong Learning, Literature Reviews, Longitudinal Studies, Memory, *Older Adults, Research Needs, *Retention (Psychology), *Verbal Ability, Vocabulary, *Young Adults

Research is examined on learning and memory from text across the adult life span. The outcomes of the extant studies are contradictory. Clarification of these confusing findings is obtained by examining variations in the learner variables of education level and performance on vocabulary tests. Problems are considered in equating the learner characteristics for cross-sectional samples of young and old adults. Meyer and Rice collected data on a sample of more than 400 adults. Four samples of 100 young and old adults were selected from this original sample in order to make different education and vocabulary comparisons. These samples were selected to parallel these learner characteristics in past prose learning studies with young and old adults. Findings from these comparisons show that age deficits in prose learning occur for older adults with average and low average verbal ability. However, the magnitude of

these deficits decreases with increased verbal ability. In fact, depending on how investigators equate age groups on education and verbal ability, they can eliminate or produce aging deficits with these more highly verbal and educated adults. Further research in this area should specify the learner variables of age, education, and vocabulary (with comparably scaled tests) as well as text and task variables. (Author)

ED 201 782

CE 028 754

Abram, Marie J. Esters, George
A Follow Up Study of Bowling Green Learning Center Students. PREPS Research Project, 1980-1981.

Western Kentucky Univ., Bowling Green. Coll. of Education.
Pub Date—81

Note—25p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adults, Followup Studies, Graduate Surveys, *Individualized Instruction, *Nontraditional Education, Nontraditional Students, *Outcomes of Education, Participant Satisfaction, *Program Effectiveness, Secondary Education, *Student Attitudes
Identifiers—*Bowling Green Schools Adult Learning Center Ky

A study was conducted to evaluate the Adult Learning Center (ALC) of the Bowling Green (Kentucky) School System. The ALC is the part of the Bowling Green School System responsible for educating adults and teenagers with special circumstances which make enrollment in the regular public schools inappropriate. The program is individualized, with stress on student responsibility. A sample of 65 students who completed the course of study during the 1979-80 school year (half of those who completed the program) was sent 12-question surveys, with a return of 21 (32 percent). The instrument was designed to describe the student in terms of his/her purpose for attending the ALC as well as elicit the student's evaluation of the ALC. Some of the findings reported included the following: (1) students were described as spending no more than one year at the ALC, having less than a high school diploma or its equivalent when entering the ALC, having left high school for a variety of reasons, having participated in other learning activities since leaving the ALC, and planning for more structured learning activities over the next five years; (2) half of the students reported liking their post-ALC jobs more than their previous jobs; (3) learning materials were rated "good" or better; (4) students' ratings of teachers were high; (5) general skill areas were rated high; (6) students felt the ALC had prepared them to take the General Educational Development Tests (GED); and (7) all students felt the time spent at the ALC had been "worthwhile." (KC)

ED 201 783

CE 028 761

Final Report of Research & Development of Competencies for Masters Degree in Curriculum Planning & Development: Administration & Supervision of Adult Education.

State Univ. of New York, Albany. Office for Continuing Education.

Spons Agency—New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date—Aug 77

Note—166p. Some pages will not reproduce well due to light print.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Administrator Education, Adult Education, Adult Educators, Adult Programs, *Behavioral Objectives, Competence, Competency Based Education, *Competency Based Teacher Education, *Continuing Education, Curriculum, *Curriculum Development, Higher Education, Instructor Coordinators, *Masters Programs, Needs Assessment

A project was conducted to develop a program of competencies needed by persons who are to receive a master's degree as directors of adult continuing education. The first section of the project provided a computerized needs assessment of the training items to be included in a master's degree curriculum for administrators of adult continuing education programs. The assessment was based upon the knowledge, skills, and attitudes identified and validated by the project staff using generally approved research procedures. The data resulting from the

needs assessment was used to provide an information base in the development of the curriculum for a master's degree program. The second section of the project presented the data and activities leading to the obtaining of the data concerning the competencies selected for final inclusion in the program. The culmination of the second part was the categorization of the competencies into component groups. The report contains figures and charts, such as a classification grid, synthesis of administrative process; listing of components by program area; index of competencies by component title; and statement classifications of competencies. (KC)

ED 201 784

CE 028 765

Baum, Rosemere. Bradley, Curtis H.
Standard Training Agreements, Individualized Training Plans and Competency-Based Units of Related Instruction: Workshop Handouts and Transparency Masters.

Florida International Univ., Miami.

Pub Date—[81]

Note—25p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competency Based Education, *Contracts, *Cooperative Education, Coordinators, Evaluation, *Individualized Programs, Inservice Teacher Education, *Job Analysis, *Job Skills, Job Training, Learning Activities, Postsecondary Education, *Program Implementation, Secondary Education, Skill Analysis, Task Analysis, Teacher Developed Materials, Transparencies, Units of Study, Vocational Directors, Vocational Education, Worksheets, Workshops

Identifiers—Diversified Cooperative Training, Individualized Training Plans, Standard Training Agreements

These handouts and transparency masters are from workshops conducted throughout South Florida during 1980-81 for Diversified Cooperative Training (DCT) program coordinators and other vocational educators. (The workshops were held to help these persons improve their understanding of, and ability to implement, three essential components of DCT—standard training agreements, individualized training plans, and competency-based units of related instruction.) The handouts cover these topics: duties and tasks; example of a duty and its related tasks; duties, tasks, training plans, and competency-based units of instruction; steps in analyzing an occupation with accompanying worksheet for listing duties, task-listing form, and task-detailing sheet; and learning activities—both cognitive and practice—and how to select them. Transparency masters include Essential Concepts of CBVE (competency-based vocational education), Why the Standard Training Agreement, The Training Plan, The Values of Training Plans, and "Art" for the Competency-Based Unit. (YLB)

ED 201 785

CE 028 768

Bell, Sara L. Mayhew, Carol O.
Management Assistant and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover.

Pub Date—Jul 80

Note—27p. Not available in paper copy due to light, broken print. For related documents see CE 028 769-772.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Education, Competency Based Education, *Equal Opportunities (Jobs), Females, Language Role, Learning Activities, Learning Modules, Males, *Nontraditional Occupations, *Office Occupations Education, Pretests Posttests, Secondary Education, *Secretaries, *Sex Fairness, Sex Stereotypes, Vocational Education

Identifiers—*Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed five sex-equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in data processing and related occupations. Instructional activities in the module include a pre-opinion survey, case study, simulation exercise, terms describing men's and women's behavior, a slide-tape presentation, qualifications for employment, and a posttest. (KC)

loped five sex-equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in management assistant and related occupations (secretarial and stenographic). Instructional activities in the module include a pre- and post-opinion survey, definitions, language comparisons, memos and letters, a slide-tape presentation, qualifications for employment, and a posttest. (KC)

ED 201 786

CE 028 769

Bell, Sara L. Mayhew, Carol O.
Data Processing and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover.

Pub Date—Jul 80

Note—63p. Some pages will not reproduce well due to small print. For related documents see CE 028 768-772.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Education, Case Studies, Competency Based Education, *Data Processing Occupations, *Equal Opportunities (Jobs), Females, Learning Activities, Learning Modules, Males, *Nontraditional Occupations, *Office Occupations Education, Pretests Posttests, Secondary Education, *Sex Fairness, Sex Stereotypes, Vocational Education

Identifiers—*Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in data processing and related occupations. Instructional activities in the module include a pre-opinion survey, case study, simulation exercise, terms describing men's and women's behavior, a slide-tape presentation, qualifications for employment, and a posttest. (KC)

ED 201 787

CE 028 770

Bell, Sara L. Mayhew, Carol O.
Accounting and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover.

Pub Date—Jul 80

Note—31p. For related documents see CE 028 768-772.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accounting, Bookkeeping, Business Education, Case Studies, Clerical Occupations, Competency Based Education, *Equal Opportunities (Jobs), Females, Learning Activities, Learning Modules, Males, *Nontraditional Occupations, *Office Occupations Education, Pretests Posttests, Secondary Education, *Sex Fairness, Sex Stereotypes, Vocational Education

Identifiers—*Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging

ing women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in accounting and related occupations (accounts payable assistant, cashier, teller, billing assistant, payroll assistant, bookkeeper, etc.). Instructional activities in the module include a pretest; an activity on authority, responsibility, and the changing roles of women; a case study; a discussion of dealing with people; a slide-tape presentation; qualifications for employment; and a posttest. (KC)

ED 201 788 CE 208 771

Bell, Sara L. Mayhew, Carol O.

Business Management and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover. Pub Date—Jul 80

Note—31p.; For related documents see CE 208 768-772.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Administration, Business Education, Case Studies, Competency Based Education, *Equal Opportunities (Jobs), Females, Learning Activities, Learning Modules, Males, *Nontraditional Occupations, *Office Management, *Office Occupations Education, Pretests Posttests, Secondary Education, *Sex Fairness, Sex Stereotypes, Vocational Education

Identifiers—*Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed a set of five sex equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses eliminating sex stereotyping in business management and related occupations (office manager, administrative assistant, department manager, small business operator). Instructional activities in the module include pretest/posttest; a discussion of myths and realities about working women; a case study of conflict; an occupational attitude survey; a sex stereotyped characteristics analysis; a slide-tape presentation; and qualifications for employment. (KC)

ED 201 789 CE 208 772

Bell, Sara L. Mayhew, Carol O.

Clerical and Related Occupations Module. Achieving Sex Equity in Business and Office Education.

Delaware State Dept. of Public Instruction, Dover. Pub Date—Jul 80

Note—35p.; Some pages will not reproduce well due to weak print. For related documents see CE 208 768-771.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Education, *Clerical Occupations, *Competency Based Education, *Equal Opportunities (Jobs), Females, Learning Activities, Learning Modules, Males, *Nontraditional Occupations, *Office Occupations Education, Pretests Posttests, Secondary Education, *Sex Fairness, Sex Stereotypes, Vocational Education

Identifiers—*Delaware, Vocational Education Amendments 1976

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. In response to the Amendments, the state of Delaware developed five sex equity modules designed to (1) focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based, goal-oriented business and office occupations curriculum; (2) provide information and materials for one to three days of activities; and (3) focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in clerical and related occupations (typist, records supervisor, file assistant, inventory assistant, shipping/receiving assistant, telephone operator, messenger, receptionist). Instructional activities contained in the module include pre- and post-inventory of sex-biased perceptions, the story of twins Jim and Julie, inequities in salaries and the words used in job descriptions, an article on male secretaries, a slide-tape presentation, and qualifications for employment. (KC)

ED 201 790 CE 208 773

Starr, Harold And Others

Conditions Affecting Vocational Education Planning, Research and Development Series No. 204.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—81

Contract—300-78-0032

Note—60p.; For a related document see ED 187 927.

Available from—The National Center for Research in Vocational Education, National Center Publications, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 204, \$4.50).

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Planning, *Cooperative Planning, *Educational Needs, *Educational Planning, Evaluation, Futures (of Society), Long Range Planning, Planning, Policy Formation, Problems, *Program Development, Regional Planning, Secondary Education, *Statewide Planning, Urban Planning, *Vocational Education

Comprehensive planning has been identified as an essential ingredient in the efforts of local schools to increase the responsiveness of vocational education. This report describes the reality of comprehensive vocational education planning as it occurs in a wide variety of educational and environmental contexts, suggests ways that have the potential for improving the technology of vocational education planning, and describes procedures that were used to produce the findings. The report is the result of field work observations in 1980 in the states of Wisconsin, West Virginia, Florida, and Oklahoma and dialogue sessions conducted in these states and in Colorado, Texas, Georgia, and Kansas during the preceding year. The report identifies the legislative and environmental context under which local vocational education planning takes place and notes context conditions which affect such planning. The context conditions serve as a background for descriptions of the nature of interagency coordinative and collaborative relationships in support of planning, for ways that data and evaluation are used in local planning, for local level planning processes, and for a discussion of selected issues in vocational education planning. Planning tools and techniques, and training materials and activities whose development can potentially improve the technology of local vocational education planning and develop the skills of persons who do this planning, are also described. Finally, procedures are presented that serve as a basis for the findings which are reported. (KC)

ED 201 791

Harlan, Raymond E.

51 Questions on the OCR Guidelines, Research and Development Series No. 205.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—134p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 205, \$8.75).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Legal/Regulatory/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Education, Affirmative Action, Community Colleges, Educational Discrimination, Educational Finance, Educational Opportunities, *Equal Education, *Federal Legislation, *Federal Regulation, Government School Relationship, Guidelines, *Nondiscriminatory Education, Postsecondary Education, School Policy, Secondary Education, Sex Fairness, Student Employment, *Vocational Education

Identifiers—*Office for Civil Rights Guidelines

This manual is designed to aid vocational education personnel in eliminating unlawful discrimination from vocational education programs, services, and activities. A mixed-media kit, it includes a user handbook, a set of transparency masters, and a set of audience handout masters. These components are formatted in question-and-answer style to facilitate speaker presentation of the basic Office of Civil Rights Guidelines concepts, issues, and requirements for nondiscrimination in vocational education programs. The 51 questions group around these topical areas: overview questions; requirements for the state agency; requirements for vocational education programs; and requirements for proprietary schools. These topical areas cut across the concerns of vocational educators and the issue of nondiscrimination in terms of policy, funding, monitoring, access to facilities, access to programs, equal educational opportunity, and student employment. Resources have been selected for the topical areas. (KC)

ED 201 792

Ruff, Richard And Others

Vocational Education: A Look into the Future.

Research and Development No. 207.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—83p.; For related documents see ED 189 370 and ED 195 825.

Available from—The National Center for Research in Vocational Education, National Center Publications Office, Box F, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 207, \$5.50; discounts available for quantity orders).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Needs, *Educational Planning, Federal Regulation, *Futures (of Society), *Long Range Planning, *Models, Needs, Planning, *Policy Formation, Postsecondary Education, Secondary Education, Social Change, Trend Analysis, *Vocational Education

This study of possible futures for vocational education (the second year of a two-year study) is designed to be of help to those who have the responsibility to set directions for vocational education. It is an attempt to isolate and analyze the factors that are likely to influence the field in the 1980s and to suggest the kinds of decisions that might bring about desirable future events or conditions. By synthesizing the trends, events, and issues likely to influence vocational education in the 1980s, a standard world scenario for vocational education in 1990 and two alternative scenarios were created, using much of the data from work conducted during the first year of the project. During this second year, two main activities were carried out: a cross-impact study was conducted, and three scenarios were

developed. The cross-impact analysis attempted to estimate the effect of a given event, trend, or federal policy initiative upon federal vocational education policy initiatives. Data generated by the cross-impact study, as well as year-one data, were used to create the standard world scenario and its two variations. In general, the scenarios indicate that vocational education in this decade will probably become a more diverse enterprise with regard to the characteristics of its clients, the kinds of services it delivers, and the methods it employs to deliver its services. (KC)

ED 201 793 CE 028 778

Franchak, Stephen J. Smiley, Larry L.
Evaluating Employer Satisfaction: Measurement of Satisfaction with Training and Job Performance of Former Vocational Education Students. Research and Development Series No. 210.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.—498MH00014
Pub Date—81
Contract—300-78-0032

Note—86p.: For related documents see CE 028 779-780, ED 185 237-238, and ED 187 928-931.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 210, \$5.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Attitude Measures, Data Analysis, Data Collection, Educational Research, *Employer Attitudes, Evaluation Criteria, *Evaluation Methods, Followup Studies, *Graduates, Guidelines, Interviews, *Job Performance, *Job Training, Program Evaluation, Questionnaires, Research Design, Research Methodology, Research Problems, Surveys, *Vocational Education, Vocational Followup
Designed to identify exemplary strategies and procedures for assessing employer satisfaction with former vocational education students' training and job performance, this handbook provides ideas for initiating such an assessment and for improving upon current assessment practices. It consists of five chapters. Chapter 1 provides an overview of the contents. A rationale for assessing employer satisfaction is presented in chapter 2. Chapter 3 discusses such issues and problems in assessing employer satisfaction with the training and job performance of former vocational students as funding, variables introduced by subject selection, the self-employed graduate, time lapse between training and employer surveys, training program limitations, cost factors, advisory committees, differences in emphasis within training institutions, sampling, employer contact, and analyzing and reporting. An overview of the differences and commonalities between employer satisfaction with training and job performance is given in chapter 4. Chapter 5 examines such steps required in designing, planning, and implementing an employer follow-up as developing study objectives, data collection methods, data analysis procedures, and writing and disseminating reports. A glossary, selected bibliography, and annotated bibliography are also provided. (A series of related handbooks on vocational education evaluation are available separately through ERIC—see note.) (MN)

ED 201 794 CE 028 779

Ponce, Eliseo R. And Others
Evaluating Student Satisfaction: Measurement of Training and Job Satisfaction of Former Vocational Education Students. Research and Development Series No. 211.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Saint Paul Public Schools, Minn. Home and Family Living Lab.
Bureau No.—498MH00014
Pub Date—81
Contract—300-78-0032
Note—129p.: For related documents see CE 028 778-780, ED 185 237-238, and ED 187 928-931.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 211, \$8.25).
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Attitude Measures, Data Analysis, *Data Collection, Evaluation Criteria, Evaluation Methods, Followup Studies, *Graduate Surveys, Guidelines, Interviews, *Job Satisfaction, *Job Training, Participant Satisfaction, Program Evaluation, Questionnaires, Research Design, Research Methodology, Research Problems, School Districts, State of the Art Reviews, State Programs, *Student Attitudes, *Vocational Education
This handbook is designed to help local and state vocational education evaluation personnel conduct studies to measure the training and job satisfaction of former vocational education students. It consists of eight chapters. Chapter 1 explains the rationale, development, and organization of the handbook. Chapter 2 is composed of two commissioned concept papers on the state of the art, problems, and issues of measuring training and job satisfaction. Basic evaluation considerations (identifying relevant decision makers and information users, writing study objectives, determining respondents, choosing research designs, and selecting an evaluation instrument) are discussed in chapter 3. Chapters 4-6 explain the following alternative data collection methodologies: mailed questionnaires, interviews, and qualitative methods. Some descriptive and inferential statistics that are appropriate in analyzing and interpreting data on training and job satisfaction are examined in chapter 7. Chapter 8 explains some strategies for data presentation and utilization. A glossary, an annotated bibliography, and a selected bibliography follows. (A series of related handbooks on vocational education evaluation are available separately through ERIC—see note.) (MN)

ED 201 795 CE 028 780

Franchak, Stephen J. Kean, Michael H.
Using Evaluation Results: Guidelines and Practices for Using Vocational Evaluation Effectively. Research and Development Series No. 212.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Saint Paul Public Schools, Minn. Home and Family Living Lab.
Bureau No.—498MH00014
Pub Date—81
Contract—300-78-0032

Note—94p.: For related documents see CE 028 778-779, ED 185 237-238, and ED 187 928-931.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 212, \$6.25; discounts available for quantity orders).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Curriculum Evaluation, Data Analysis, Data Collection, Decision Making, Definitions, *Evaluation Methods, Federal Programs, Guidelines, Information Dissemination, *Information Utilization, Innovation, *Program Evaluation, *Research Utilization, School Districts, State Programs, *Vocational Education
Identifiers—Evaluation Problems, *Evaluation Research, *Evaluation Utilization
This handbook is designed to help state and local vocational education evaluators and persons using evaluation results by presenting strategies and procedures for improved use of vocational education evaluation results. It is divided into five sections, followed by a glossary and annotated bibliographies. Chapter 1 contains an overview of the contents and a summary of definitions of evaluation utilization. Chapter 2 presents an overview of the programs and trends in utilization focusing on the federal, state, and local requirements for vocational education evaluation. Chapter 3 contains a discussion of the theory and process of communication, decision making, and innovation as they apply to evaluation utilization. Chapter 4 concentrates on solutions to various utilization problems encountered by vocational education personnel at all educational levels; it contains an examination of an extensive series of approaches for promoting use of evaluative data and information. Chapter 5 describes related data preparation and presentation strategies and techniques for increasing utilization of evaluation results and further highlights selected key approaches recommended in chapter 4. (A series of related handbooks on vocational education evaluation are available separately through ERIC—see note.) (Author/MN)

ED 201 796 CE 028 781

Blum, Robert E. Druian, Greg
The Northwest Connection. People Helping People: A Guidebook on Dissemination through Peer Interaction.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Oct 80
Contract—300-78-0556
Note—24p.: For related documents see CE 029 059, ED 163 226, ED 167 775, and ED 183 740-742.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Career Education, Communication (Thought Transfer), Consultants, *Consultation Programs, Delivery Systems, Elementary Secondary Education, Informal Organization, *Information Dissemination, Information Networks, Information Utilization, *Linking Agents, Literature Reviews, *Models, *Peer Influence, Peer Relationship, Research Utilization, Identifiers—Education Amendments 1974, *Northwest Connection
Educational dissemination is a way to foster changes in educational practice. Peer interaction is a special type of dissemination in which people with certain roles and responsibilities help others with the same or similar roles and responsibilities. This involves teachers helping teachers, principals helping principals, business representatives helping others in business and so forth. The primary purpose of this guide is to describe a regional career education peer assistance model and to share what was learned in creating the model with others wanting to use such a model. The guide is especially aimed at the following groups: (1) career education coordinators at state, intermediate, and local levels; (2) operators of multistate dissemination services such as regional exchanges and vocational curriculum management centers; (3) state dissemination specialists, such as state facilitators, capacity-builders, and talent bank directors; and (4) representatives of labor, business, industry, and government. The guide covers the following topics: model overview; selecting the consultants; promoting the service; training the consultants; making the system work; considerations in establishing peer assistance models; and a review of the literature on peer interaction. (KC)

ED 201 797 CE 028 788

Lambert, Michael P. Ed. Welch, Sally R. Ed.
Home Study. Student Services Handbook.
National Home Study Council, Washington, D.C.
Pub Date—81

Note—247p.: For related documents see ED 183 795 and ED 183 943.

Available from—National Home Study Council, 1601 18th St., N.W., Washington, DC 20009 (\$25.00; 10% discount on quantity orders).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Administrative Principles, *Administrator Attitudes, Administrator Guides, Adult Education, Ancillary School Services, *Correspondence Schools, *Correspondence Study, Definitions, Guidelines, Home Study, Instructional Materials, Learning Motivation, Motivation Techniques, *Program Administration, *Program Development, *Program Implementation, Public Relations, Recordkeeping, Records (Forms), Staff Utilization, Student Motivation, Teaching Methods, Teaching Skills
This handbook contains 14 essays on practical skills necessary for providing instructional and administrative services to correspondence students. Topics covered in individual essays include the definition of student services, an overview of instructional service, staff supervision, effective school record keeping, principles of communications, motivational learning theory in home study, motivation theory applied, evaluation and grading of student work, a student's view of the home study process, ancillary services, public relations in the education department, developing a correspondence study degree program, combined home study/residence training courses, and achievement and completion documents. The essays, which vary in length from 7 to 21 pages, contain specific suggestions for program implementation in areas ranging from how to establish records to issuing creatively designed diplomas. The authors are all practicing

experts in their field. (MN)

ED 201 798 CE 028 789

Ayers, Douglas. And Others

Effects of University of Victoria Program: A Post Release Study.

Victoria Univ. (British Columbia).
Spons Agency—Ministry of the Solicitor General,
Ottawa (Ontario).

Pub Date—1 May 80

Note—99p.

Pub Type—Reports - Descriptive (141) - Reports
- Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Education, Adult Education, Affective Behavior, Citizenship Responsibility, Cognitive Processes, *Correctional Education, Courses, *Higher Education, Individual Development, *Liberal Arts, Logical Thinking, *Outcomes of Education, Postsecondary Education, Prisoners, *Program Effectiveness, *Rehabilitation Programs

Identifiers—University of Victoria BC, *University of Victoria Program BC

The University of Victoria Program offers university-level courses mainly in the humanities and the social sciences to prisoners at Matsqui and Kent Institutions. Within this liberal arts approach there is a structural developmental thrust to promote cognitive and moral development and not simply to provide a general education or job skills. Evaluation showed two types of changes frequently reported by program students. The first had to do with the style of perceiving problems. Students reported that they could now consider issues from several points of view rather than from the single, ego-centric point of view typical of the prisoner. The second type of cognitive change reported was a greater awareness of the purposes and functions of society, its institutions, and the individual's roles in society. Three types of affective changes were reported by program students: a better understanding of one's self and interpersonal relations; expressions of commitment to study and learning; and an increase in self-esteem. A follow-up study was conducted to evaluate the longer term effects of the program on the subjects' lives and attitudes. The evaluation was based on data on the men's background and present life situation, statements by the men concerning the program and its effectiveness, and statistical inferences drawn from both these sources. The study assesses the significance of the reported changes and concludes that the program has had decisive influence with some of the men and has played a key role in encouraging and facilitating change and development in others. (KC)

ED 201 799 CE 028 792

Hendrickson, Gerry

Evaluating Vocational Education: The Federal Stimulus, Vocational Education Study Publication No. 5.

Department of Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Mar 81

Note—42p. For related documents see ED 171 959-960, ED 195 743, and ED 197 086.

Pub Type—Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Evaluation Methods, Federal Legislation, *Federal Regulation, *Government School Relationship, Outcomes of Education, *Program Effectiveness, *Program Evaluation, Program Improvement, Secondary Education, State Programs, *Vocational Education

The Education Amendments of 1976, Public Law 94-482, which revised the Vocational Education Act (VEA) of 1963, introduced major new requirements for the evaluation of federally funded vocational education programs. This paper describes the activities stimulated by these evaluation requirements and shows how evaluation results are used to revise and improve programs. However, since policy intentions—in this case, program revision and improvement—are not realized instantaneously, the paper examines a number of intervening steps in the implementation process before considering outcomes. Before the outcomes can be realized, for example, the message from Congress must be transmitted and implemented at federal, state, and local levels. Another purpose of this paper is to describe the way in which this message was transmitted through the Office of Education to the states and

finally to the local level. (KC)

ED 201 800 CE 028 793

Turner, Solveig M., Ed.

CIHED Newsletter, Volume 4, No. 2, April, 1981.

Special Issue Published in Connection with the World Conference on Cooperative Education (2nd, Boston, Massachusetts, April 22-24, 1981).

Northeastern Univ., Boston, Mass. Center for International Higher Education Documentation.

Pub Date—Apr 81

Note—68p.

Journal Cit—CIHED Newsletter; v4 n2 Apr 1981

Pub Type—Collected Works - Proceedings (021) - Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, Case Studies, *Cooperative Education, *Higher Education, Industrial Education, International Educational Exchange, Job Placement, Program Administration, Program Descriptions, *School Business Relationship, Student Employment, Universities, *Work Experience Programs, *Work Study Programs

Identifiers—Australia, Brazil, France, Great Britain, India, Netherlands, Northern Ireland, Northwestern University IL, Sandwich Courses, United States, West Germany

This issue—an international overview of cooperative/work experience education—contains ten case studies and four student viewpoints. It begins with an article discussing types of cooperative/work experience programs, including those focused on in the case studies. A second article previews the Second World Conference on Cooperative Education. These case studies are then provided: (1) Australian Cooperative/Sandwich Education; (2) cooperative education in Brazil; (3) industrial training period at the Université de Technologie de Compiegne, France; (4) Berufsschule Baden-Württemberg, Federal Republic of Germany; (5) Practice School, Birla Institute of Technology, India; (6) sandwich education at Ulster Polytechnic, Northern Ireland; (7) Teaching Company, Ulster Polytechnic, Northern Ireland; (8) cooperative education models in the Netherlands; (9) sandwich courses at Trent Polytechnic, Great Britain; and (10) cooperative education in the United States. The four Northwestern University students' perspectives concern management intern experience, "Northwestern in England" program, engineering experience in Wales, and employer's view of cooperative education. Administration of cooperative education at Northwestern is also considered in three articles. An annotated listing of associations and organizations active in cooperative education and a select bibliography are appended. (YLB)

ED 201 801 CE 028 796

Myers, Roger A. And Others

Cost-Benefit Analysis of the Officer Career Information and Planning System. Research Report 1256.

Columbia Univ., New York, N.Y. Teachers College. Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Aug 80

Contract—DAHC-19-76-C-0030

Note—47p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Career Development, *Career Education, *Computer Oriented Programs, Computers, *Cost Effectiveness, *Military Service, Models, *Officer Personnel, Personnel Management, Personnel Policy, Program Effectiveness, *Program Implementation, Staff Development, Systems Analysis

Identifiers—Army, *Officer Career Information and Planning System, United States

A prototype of a computer-aided manpower management and career progression system, the Officer Career Information and Planning System (OCIPS), has been developed to a point at which costs and benefits for its implementation can be estimated. Considering the goals of the Officer Personnel Management System and problems of the Army Military Personnel Center (MILPERCEN) in pursuing those goals, the benefits likely to accrue from the implementation of OCIPS are described. A plan for evolving OCIPS from a prototype to an operational system is devised, and its costs are estimated. Various installation strategies, including various equipment alternatives, are compared. Estimates are also

made for the costs of disseminating career information without computers. (KC)

ED 201 802 CE 028 798

Dixon, Ruth B.

Assessing the Impact of Development Projects on Women. A.I.D. Program Evaluation Discussion Paper No. 8.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Program Policy and Coordination.

Pub Date—May 80

Note—124p. Tables may not reproduce well due to light print.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Economically Disadvantaged, *Economic Development, *Females, Foreign Countries, Low Income, Poverty, Poverty Areas, Poverty Programs, *Program Effectiveness, *Program Evaluation

Identifiers—*Agency for International Development

This report is one of a series of papers presented to encourage discussion on the evaluation of important development issues. The recent emphasis within the Agency for International Development (AID) on knowing the impacts of development assistance, particularly the benefit incidence of projects and programs, makes it important to look at the impacts of assisted activities on poor women, the subgroup of the poor which has been the agency's most clearly selected target for help. Focusing on what is now known about bettering the effect of all development projects on women, the report is divided into four sections. The first section introduces the problem, explains how the evaluation conducted differs from the original proposed method of the project, and provides background information about evaluating development projects. Section 2 reviews and analyzes the current evaluations of women in development projects sponsored by AID. It focuses on three dimensions of female participation: their role in project decision making, their direct access to benefits, and the effects of the project on their position in the family and the community. Section 3 provides an analytical framework for assessing the impact of development projects on women. It describes an approach to performing both mid-stream evaluations of the immediate social effects of ongoing projects, and ex-post evaluation of long-term impacts following project termination. Section 4 discusses methodological issues in compiling comparative data on AID projects, suggesting more flexible techniques of rapid appraisal. A reference section is included in the publication. (KC)

ED 201 803 CE 028 811

Safety Education Handbook, Volume 1.

Kansas State Dept. of Education, Topeka; Wichita Public Schools, Kans.

Pub Date—[80]

Note—472p. For related documents see CE 028 812-813.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Accident Prevention, Accidents, Art Education, Athletics, *Disabilities, Drama, Elementary Secondary Education, Fire Protection, *First Aid, Home Economics, Industrial Education, Intramural Athletics, *Laboratory Safety, Physical Education, Program Design, *Program Development, Safety, *Safety Education, *School Safety, Science Education, Self Evaluation (Groups), Vocational Education

Identifiers—*Rules and Regulations

This is the first of three volumes of a safety guide developed to assist Kansas administrators and teachers in organizing, evaluating, and maintaining safety programs. It provides information to help them identify, assess, and correct unsafe conditions relating to equipment and facilities and ensure a safe and healthy environment for themselves and students. The guide delineates areas to be considered in designing effective, ongoing safety awareness programs and provides technical information regarding the systematic development of those programs. Instruments for self-evaluation, reporting, and record keeping are included for assessment purposes. This volume addresses these topics: (1) program responsibility; (2) liability; (3) special education; (4) emergency action, medical first aid, and accident reporting; and (5) safety rules by curriculum areas. Curriculum areas covered include

elementary education laboratory experiences; art education; home economics education; industrial education; language arts-drama; physical education, intramurals, and athletics; and science education. (YLB)

ED 201 804 CE 028 812

Safety Education Handbook, Volume 2.
Kansas State Dept. of Education, Topeka.; Wichita Public Schools, Kans.

Pub Date—[80]

Note—671p.; For related documents see CE 028 811-813.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Accident Prevention, Accidents, Athletic Equipment, Auto Mechanics, *Electrical Appliances, Electronic Equipment, Elementary Secondary Education, *Equipment, Fire Protection, Furniture, Graphic Arts, Home Furnishings, Infants, *Laboratory Safety, Metal Working, Plastics, Program Design, *Program Development, Safety, *Safety Education, *School Safety, Science Equipment, Self Evaluation (Groups), Stages (Facilities), Vocational Education, Welding, Woodworking

This is the second of three volumes of a safety guide developed to assist Kansas administrators and teachers in organizing, evaluating, and maintaining safety programs. It provides information to help them identify, assess, and correct unsafe conditions relating to equipment and facilities and ensure a safe and healthy environment for themselves and students. The guide delineates areas to be considered in designing effective, ongoing safety awareness programs and provides technical information regarding the systematic development of those programs. Instruments for self-evaluation, reporting, and record keeping are included for assessment purposes. This volume addresses safety as regards equipment/major appliances of these types: (1) auditorium/staging equipment, (2) industrial equipment (machine guarding, automatic equipment, electricity/electronic equipment), (3) graphic arts equipment, (4) metalworking equipment, (5) plastics equipment, (6) welding equipment, (7) wood-working equipment, (8) physical education/athletic equipment, and (9) science equipment. (YLB)

ED 201 805 CE 028 813

Safety Education Handbook, Volume 3.
Kansas State Dept. of Education, Topeka.; Wichita Public Schools, Kans.

Pub Date—[80]

Note—696p.; For related documents see CE 028 811-812.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—Accident Prevention, Accidents, Educational Facilities, Electrical Appliances, Elementary Secondary Education, Fire Protection, *Hand Tools, *Laboratory Safety, Pollution, Program Design, *Program Development, Safety, *Safety Education, *Safety Equipment, *School Safety, Science Equipment, Self Evaluation (Groups), Ventilation, Vocational Education, Woodworking

Identifiers—Chemicals, Compressed Air Equipment, Compressed Gas Equipment, *Hazardous Materials

This is the third of three volumes of a safety guide developed to assist Kansas administrators and teachers in organizing, evaluating, and maintaining safety programs. It provides information to help them identify, assess, and correct unsafe conditions relating to equipment and facilities and ensure a safe and healthy environment for themselves and students. The guide delineates areas to be considered in designing effective, ongoing safety awareness programs and provides technical information regarding the systematic development of those programs. Instruments for self-evaluation, reporting, and record keeping are included for assessment purposes. This volume addresses these topics: (1) portable power equipment (small appliances, industrial portable power equipment), (2) hand-held tools and utensils (hand tools for elementary school use, hand-held tools and utensils for secondary school use, tools and utensils, scientific implements), (3) compressed air and compressed gas equipment, (4) personal protective equipment, (5) health and environmental control, (6) hazardous materials, (7) chemicals, (8) fire protection, and (9) school facilities. A bibliography and list of organizations that

submitted materials for review are appended. (YLB)

ED 201 806 CE 028 815

Vocational Agriculture II Curriculum Guide, 10th Grade, Kansas Vocational Agriculture Education: Basic Core Curriculum II.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.

Spons Agency—Kansas State Dept. of Education, Topeka. Dept. of Vocational Agriculture.

Pub Date—80

Note—745p.; For related documents see ED 117 406, ED 179 685, ED 185 368-370, and ED 195 051-052.

Available from—Kansas Vocational Curriculum Center, P. O. Box 60, 115 Willard Hall, Pittsburg State University, Pittsburg, KS 66762 (Write for price).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Chemical Occupations, *Agricultural Education, *Agricultural Engineering, Agricultural Machinery, *Animal Husbandry, Behavioral Objectives, Careers, Core Curriculum, Course Content, *Farm Management, High Schools, Leadership, Learning Activities, Secondary Education, State Curriculum Guides, Student Organizations, Teaching Guides, Units of Study, *Vocational Education

Identifiers—Kansas

This basic core curriculum for vocational agriculture education contains 35 units of instruction in five content areas: agricultural chemicals (1 unit), leadership (2 units), farm management (5 units), plant and soil science (10 units), animal science (8 units), and farm mechanics (9 units). Each unit follows a typical format that includes terminal objectives, specific objectives, information sheets, transparency masters, assignment sheets, and a test. (LRA)

ED 201 807 CE 028 821

Gilbertson, Alan D.

Public Relations for Rehabilitation Facilities.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—Mar 81

Note—37p.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (Write for price).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Business, Communications, Community Involvement, *Delivery Systems, Disabilities, Planning, Program Development, *Publicity, *Public Relations, *Rehabilitation Centers, *Sheltered Workshops, *Vocational Rehabilitation, Vocational Training Centers

The goal of this publication is to provide rehabilitation facilities with a guide to improve their image in the community and increase contract sales, job placements, donations, and client numbers. It is intended (1) to assist them in identifying individuals or groups that facilities should be trying to reach with their public relations efforts and (2) to list the types of public information messages or techniques that can or should be used when developing and transmitting public information to those identified groups. The first section addresses the need for facility public relations. Section 2 discusses planning of a public relations program, including administrative involvement, determining program directions, selection of public relations director, staff involvement, reviewing the past, and evaluating the results. The next three sections focus on the three major target groups the facility will want to reach: (1) handicapped persons and those individuals, groups, or agencies and organizations working with them; (2) business groups (including employers); and (3) community groups. In each section subgroups within the target group are discussed, and then the messages and techniques for developing the messages relevant to the client groups are considered. (YLB)

ED 201 808 CE 028 823

Towns, Kathryn. And Others

Guidelines for Establishing Programs and Services for Displaced Homemakers.

Pennsylvania State Univ., Middletown. Capitol Campus.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—[80]

Note—128p.; Some appendix pages will not reproduce well.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Education, Adults, Continuing Education, Cooperative Education, Counseling Services, *Displaced Homemakers, Educational Needs, Educational Objectives, Evaluation Criteria, Evaluation Methods, Federal Legislation, Financial Support, Guidelines, Individual Needs, Job Placement, Linking Agents, Needs Assessment, Peer Counseling, *Program Development, *Program Evaluation, *Program Implementation, Public Relations, Questionnaires, State of the Art Reviews, State Surveys, Two Year Colleges, *Vocational Education, Work Study Programs

Identifiers—Pennsylvania

These guidelines are designed to help public school system vocational educators establish programs and services for displaced homemakers within the framework of vocational technical school and community college programs. The main body of the guide consists of six chapters. Chapter 1 provides an overview of the special needs of displaced homemakers. Needs assessment is examined in chapter 2. Chapter 3 contains a survey of Pennsylvania's displaced homemaker programs. Goal setting, networking, evaluation, and funding are described in chapter 4, which deals with planning. Chapter 5, entitled "Implementation," discusses the following topics: community resource files, counseling, peer support systems, job referral, work study or cooperative programs, special instruction, and public relations. Subjective information, more objective information, and outcomes are areas of program evaluation outlined in chapter 6. Sixteen appendixes (half the document) include community and business surveys, a statewide questionnaire on programs, a survey return summary, state and national displaced homemaker networks, funding sources, displaced homemaker legislation, participant evaluations, vocational interest test references, goal-setting and decision-making references, and an employer participation sheet. (MN)

ED 201 809 CE 028 837

Owens, Clinton R. Berryman, William C.

How to Develop a Comprehensive Guidance Program: A Resource Manual. Professional Renewal of Guidance and Counseling Personnel. Project Renew 77.

Alabama State Dept. of Education, Montgomery. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—Bull-1980-18

Pub Date—Oct 79

Note—191p.; For a related document see CE 028 838.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Education, Counselor Role, *Counselor Training, Educational Philosophy, Elementary Secondary Education, Guidance Personnel, *Guidance Programs, *Inservice Education, Needs Assessment, *Planning, *Program Development, Program Evaluation, Program Implementation, Resource Materials, Skills

This manual for counseling personnel provides ready access to appropriate resources for planning and implementing a comprehensive guidance program. It is divided into four sections. Section 1 provides information about and examples of nine essential focal points in a good program: (1) philosophy of education, (2) program development model, (3) counselor program planning skills inventory, (4) competencies necessary to plan and implement a program, (5) major services and functional duties of guidance personnel, (6) guidance goals, (7) identifying and assessing needs, (8) objectives and activities, and (9) evaluation and reports. To facilitate locating information in the manual, sections 2-4 are designated for elementary, middle, and secondary schools. Each section includes such information, examples, and models as philosophy, goals, model,

competencies, major services and functional duties, needs, objectives, activities, calendar, job description, and evaluation and reports. Appended materials include student, teacher, parent, and employer guidance services needs assessment surveys; suggested formats for guidance plan report and program evaluation; student performance evaluation model; and listing of resource materials for developing guidance programs. (YLB)

ED 201 810 CE 028 838

Owens, Clinton R. Berryman, William C.
How to Develop a Comprehensive Guidance Program: Leadership Manual, Professional Renewal of Guidance and Counseling Personnel. Project Renew 77.

Alabama State Dept. of Education, Montgomery. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—Bull-1980-19

Pub Date—Jan 80

Note—72p.; For a related document see CE 028 837.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, Counselor Role, *Counselor Training, Course Descriptions, Elementary Secondary Education, Guidance Personnel, *Guidance Programs, *Inservice Education, *Planning, *Program Development, Program Evaluation, Skills

Written for local educational leaders, planners, and counselor supervisors, this manual provides suggestions and activities designed to lead counselors through a step-by-step planning and development process for a comprehensive guidance program. It is keyed to the resource manual, available separately—see note. Section 1 contains suggested program time line, specification of duties, and suggested training schedule. Section 2 provides model superintendents' letter and counselor selection instruments used in conjunction with participation in the Professional Renewal of Guidance Personnel Inservice Training Project, which developed these materials. Section 3 contains materials and examples relating to participant training—inservice training plans and agenda for nine training sessions. Appended materials include a listing of guidance program staff competencies, listing of functional duties of guidance personnel, master guidance calendar, and suggested formats for guidance plan report, training evaluation report, and comprehensive guidance program evaluation. (YLB)

ED 201 811 CE 028 839

Vocational Education: Locally-Directed Evaluation Guides for Evaluation by Local Staff.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Pub Date—Jan 81

Note—43p.; Some pages will not reproduce well due to small print.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Evaluation, Administrator Guides, Counselor Evaluation, Decision Making, Employer Attitudes, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Graduates, Guidance Programs, Guidelines, Information Utilization, Job Performance, *Personnel Evaluation, Program Development, *Program Evaluation, Program Improvement, Questionnaires, School Counseling, School Counselors, *School Districts, Student Attitudes, *Student Evaluation, Surveys, Teacher Evaluation, *Vocational Education

This handbook on locally directed evaluation (LDE) is designed as a practical guide for vocational and other school administrators to use in initiating or improving evaluation activities carried out at the local level. It is divided into seven sections. Each section includes an evaluation instrument, the purpose of the evaluation activity, and suggested procedures for its use. The first LDE form is a 32-item vocational teacher evaluation. A 23-item instructional program evaluation is provided in section 2. An initial follow-up survey of former vocational students and an employer follow-up survey are included in sections 3-4. The fifth LDE form presented covers vocational counselor evaluation. An instrument for evaluating guidance counseling and counseling programs constitutes section 6, and section 7 includes a 48-item vocational administra-

tor evaluation instrument. A final note on the use of evaluation results follows. (MN)

ED 201 812 CE 028 840

Project TEAMS (Techniques and Education for Achieving Management Skills): Business and Industrial Supervisors.

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Mar 80

Note—160p.; Not available in paper copy due to colored paper. For related documents see CE 028 841-844.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Behavioral Objectives, Budgeting, *Business, Communication Skills, Computers, Continuing Education, Decision Making, Employment Practices, *Industry, Instructional Materials, *Job Skills, Leadership, Learning Activities, *Management Development, *Managerial Occupations, Money Management, Motivation Techniques, On the Job Training, Personnel Evaluation, Problem Solving, Public Relations, Skill Development, *Supervisors, *Supervisory Methods, Supervisory Training, Vocational Education

Identifiers—Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of five units for use in training business and industrial supervisors. Unit 1 is designed to help managers in business or industry increase management skills in regard to leadership techniques, problem solving and decision making, and time management. Management skills related to hiring and training employees and writing and using job descriptions and performance appraisals are covered in unit 2. The third unit contains material dealing with communications, delegation, public relations, and the role of the new manager. Materials provided in unit 4 discuss motivation, change, personnel management, conflict, and stress management. The final unit is concerned with management skills in the areas of budgeting, use of accounting data, computer awareness, economics, and advertising. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for independent business owner/managers, health care administrators, and public administrators are available separately through ERIC—see note.) (MN)

ED 201 813 CE 028 841

Project TEAMS (Techniques and Education for Achieving Management Skills): Independent Business Owner/Managers.

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Mar 80

Note—187p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-844.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accounting, Administrator Characteristics, Administrator Role, *Administrators, Advertising, Behavioral Objectives, Budgeting, Communication Skills, Computers, Consultants, Continuing Education, Ethics, Individual Characteristics, Instructional Materials, *Job Skills, Learning Activities, *Management Development, *Managerial Occupations, Meetings, Money Management, Objectives, Personnel Management, Problem Solving, Public Relations, Research, Risk, Skill Development, Success, *Supervisory Methods, Supervisory Training, Vocational Education

Identifiers—*Entrepreneurs, Project TEAMS NE, *Small Businesses

These Project TEAMS (Techniques and Education for Achieving Managerial Skills) instructional materials consist of five units for use in training independent business owner/managers. The first unit contains materials which deal with management skills relating to personal characteristics of

successful business people, knowledge of self and chosen field, ethics, and problem solving. Time management, office organization, governmental regulations, employee benefits and insurance are discussed in unit 2. Topics covered in the third unit are personnel management, communications both with employees and with other businesses, public relations, and conducting meetings. Unit 4 consists of materials designed to increase managerial skills in regard to accounting, budgeting, computers, and market analysis. Goal-setting, risk-taking, use of consultants, research and development, and incorporating are examined in the final unit. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, health care administrators, and public administrators are available separately through ERIC—see note.) (MN)

ED 201 814 CE 028 842

Project TEAMS (Techniques and Education for Achieving Management Skills): Health Care Administrators.

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Mar 80

Note—159p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-844.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accident Prevention, Accounting, Administrator Education, *Administrators, *Allied Health Occupations, Behavioral Objectives, Budgeting, Communication Skills, Conflict Resolution, Decision Making, Grantsmanship, Instructional Materials, *Job Skills, Labor Legislation, Learning Activities, *Management Development, *Managerial Occupations, Medical Vocabulary, Meetings, Motivation Techniques, Peer Relationship, Personnel Evaluation, Personnel Management, Planning, Problem Solving, Professional Continuing Education, Program Evaluation, Public Relations, Recruitment, *Supervisory Methods, Supervisory Training, Technological Advancement, Vocational Education

Identifiers—Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of five units for use in training health care administrators. Unit 1 contains materials designed to help the health care administrators increase their management skills in regard to self-awareness, time management, problem solving, decision making, accounting and budgeting, and grantsmanship. Communications, peer skills, medical terminology, conducting a meeting, and public relations are discussed in the second unit. Materials provided in unit 3 deal with skills used in recruiting and hiring employees, labor laws applying to health care, job descriptions and evaluation of employees, and motivation. Skills relating to delegation, personnel management, conflict, stress, and accident prevention are discussed in the fourth unit. Topics included in the final unit are management theory, objectives and planning, program evaluation, change, and technological advances. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, independent business owner/managers, and public administrators are available separately through ERIC—see note.) (MN)

ED 201 815 CE 028 843

Project TEAMS (Techniques and Education for Achieving Management Skills): Public Administrators.

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Mar 80

Note—160p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-844.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrators, Behavioral Objectives, Budgeting, Committees, Communication Skills, Computer Science, Conflict Resolution, Economics, Facilities, Grantsmanship, Instructional Materials, *Job Skills, Learning Activities, Legislation, Leisure Time, *Management Development, *Managerial Occupations, Motivation Techniques, Personnel Management, Planning, Policy Formation, Problem Solving, Professional Continuing Education, *Public Administration, Public Administration Education, Public Relations, Skill Development, Staff Development, *Supervisory Methods, Supervisory Training, Vocational Education

Identifiers—Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of five units for use in training public administrators. Unit 1 contains materials designed to help public administrators increase their management skills in the areas of leadership, management theories, time management, stress management, and problem solving. Topics covered in the second unit are accountability, planning, analytical skills, policy making skills, and legislative implications. Unit 3 consists of materials on communications, management techniques, committees, public relations, conflict management, and motivation. Skills relating to personnel techniques and management and staff development are covered in the fourth unit. Unit 5 deals with management skills in the areas of economics, budgeting, grantsmanship, physical facilities, computer technology, and leisure management. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, independent business owners/managers, and health care administrators are available separately through ERIC—see note.) (MN)

ED 021 816 CE 028 844
Project TEAMS (Techniques and Education for Achieving Management Skills): Achieving Management Skills.

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Mar 80

Note—112p.; Not available in paper copy due to colored paper. For related documents see CE 028 840-843.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrators, Behavioral Objectives, Budgeting, Communication Skills, Computers, Continuing Education, Federal Regulation, Instructional Materials, *Job Skills, Learning Activities, *Management Development, *Managerial Occupations, Motivation Techniques, Personnel Management, Planning, Problem Solving, Public Relations, *Skill Development, *Supervisory Methods, Vocational Education

Identifiers—Project TEAMS NE

These Project TEAMS (Techniques and Education for Achieving Management Skills) instructional materials consist of four units for use in teaching management skills. Unit 1 contains materials designed to help managers increase their management skills relating to time management, stress management, and personnel management. Topics covered in the second unit are budgeting, computers, and planning. Unit 3 discusses management skills in regard to communication, delegation, and motivation. Skills needed in the areas of government regulations, problem solving, and public relations are dealt with in the fourth unit. Each unit contains a list of objectives, suggested activities, information sheets, transparency masters, assignment sheets, review sheets, and references. (Related Project TEAMS instructional materials for business and industry supervisors, independent business owners/operators, public administrators, and health care administrators are available separately through ERIC—see note.) (MN)

ED 021 817

Hefner, Dollie

Dental Assistant, Health Occupations Education, Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—81

Note—1,441p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 W. Sixth Ave., Stillwater, OK 74074 (State: \$15.00; teacher: \$12.75; student. Out-of-State: \$25.00; teacher: \$18.00; student).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF12 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations Education, Course Content, Curriculum Guides, *Dental Assistants, *Dentistry, Learning Activities, Postsecondary Education, Secondary Education, Units of Study, *Vocational Education

This curriculum is comprised of 31 instructional units divided into eight subject areas: orientation (6 units), anatomy and physiology (6 units), dental histology (1 unit), microbiology and bacteriology (2 units), pharmacology (2 units), chairside assistance (9 units), roentgenology (2 units), and practice administration (3 units). Each instructional unit follows a typical format comprised of eight components: performance objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to test and assignment sheets. (LRA)

ED 021 818

Bawulski, Tom And Others

Two-Year Sequential Curriculum Guide for the Related Class to the Cooperative Vocational Education Program.

Normal Community High Schools, Ill.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80

Note—68p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Conservation Education, *Cooperative Education, *Course Content, Curriculum, *Education Work Relationship, *Employment Qualifications, Entry Workers, High Schools, Human Relations, Job Skills, Mathematical Applications, Safety, *School Business Relationship, *Vocational Education, Work Environment

Identifiers—Stress Management

The material presented in this guide was developed to serve as a two-year curriculum for classes connected to cooperative education programs. The overall subject of the guide is preparing for employment. The curriculum contains 16 units, arranged in sequential order with a recommended year of presentation shown on the course outline. Each of the units contains objectives, and is broken into several topics, with suggested resources that can be used to cover each topic. The units cover the following material: orientation to vocational education; entering the world of work; safety on the job; understanding business; human relations skills; law; individual potential; coping with stress; adult responsibilities; youth organizations; job-related mathematics; taxes; preparation for future employment; analyzing employment possibilities; the economic system; and resource conservation. In addition, there is an introduction on teaching technical competencies for the teacher, and a list of resources. (KC)

ED 021 819

Best, Fred

Work Sharing: Issues, Policy Options, and Prospects.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-911558-79-9; ISBN-0-911558-80-2

Pub Date—81

Note—217p.

Available from—W. E. Upjohn Institute for Employment, 300 S. Westnedge Ave., Kalamazoo, MI 49007 (hard cover, \$8.00; paper, \$5.00. Quantity discounts available).

Pub Type—Books (010) — Opinion Papers (120)

CE 028 845

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Economic Factors, *Employment Opportunities, *Employment Practices, *Job Development, *Part Time Employment, *Public Policy, Social Influences, *Unemployment

Identifiers—Impact, *Job Sharing

This monograph reviews the history and current relevance of work sharing and assesses the issues, policy options, job creation potential, and likely social and economic impacts related to the concept. Chapter 1 overviews work sharing in the past and work sharing as an alternative to the problem of unemployment in the future. Chapter 2 reviews issues of work sharing. These considerations are consolidated into the categories of impacts on productivity and price stability, job creation and preservation, level of participation and aggregate employment impact, social equity and targetability, flexibility of implementation and termination, administrative costs and regulatory effectiveness, and secondary social concerns. Chapter 3 focuses on seventeen public policies designed to redistribute existing and prospective employment opportunities through work sharing. They are grouped into four major categories: (1) subsidized worktime reductions (6 policy options), (2) limitation of worktime (5 options), (3) long term time-income trade-offs (4 options), and (4) voluntary time-income trade-off options for individuals (2 options). Chapter 4 compares work sharing options and then compares the most promising with other approaches to combating unemployment. (YLB)

ED 021 820

Falk, Dennis S. And Others

Perspectives on Health Occupational Credentialing. A Report of the National Commission for Health Certifying Agencies.

National Commission for Health Certifying Agencies, Washington, D.C.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Report No.—DHHS-HRA-81-4

Pub Date—30 Sep 79

Contract—HRA-232-78-0187

Note—113p.; This is a revised edition of an earlier printing.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-022-00734-7, \$4.50).

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Certification, *Credentials, *Health Occupations, *Health Personnel, Legislation, Problems, Professional Continuing Education, *Qualifications, Standards, *State Licensing Boards, State Programs, Test Construction, Test Validity

An important and widely noticed trend among health professions and occupations in the 1970s has been the increasingly widespread use of credentialing mechanisms. These mechanisms are intended to ensure that health services are provided adequately and with at least a minimum degree of competence. This report is intended to enhance and broaden knowledge of health professions credentialing. It is based on information obtained from more than 40 health certifying agencies. The report is divided into six chapters. Chapter 1 introduces the concepts of licensing and certifying and provides general background for the report, while chapter 2 discusses current problems of concern to all regulators, such as personal qualification requirements for would-be practitioners, test construction and validation techniques, and continuing competency programs. Chapter 3 focuses on current activities of licensing and certifying bodies and their regulatory activities in the various states. Chapter 4 highlights recent federal, state, and private legal challenges to regulatory practices which are alleged to restrict competition unfairly in the health sector and also includes a brief summary of important relevant concepts. Chapter 5 constitutes a minor feasibility study to identify areas of jurisdictional overlap between health occupations and suggests the extent to which scopes of practice could be modified. Finally, chapter 6 points to significant trends and indicates possible areas for further inquiry. (KC)

ED 201 821 CE 028 855

Warehouse Sanitation Workshop Handbook.
Food and Drug Administration (DHHS/PHS),
Washington, D.C.

Report No.—DHHS-FDA-81-2138

Pub Date—[81]

Note—66p.; Photographs will not reproduce well.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (Stock No. 017-033-00293-5, \$4.00).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Federal Legislation, *Federal Regulation, *Food, Food and Drug Inspectors, Food Standards, Grains (Food), *Guidelines, Pesticides, Public Health, *Sanitation, *Warehouses, *Workshops

Identifiers—*Food and Drug Administration

This workshop handbook contains information and reference materials on proper food warehouse sanitation. The materials have been used at Food and Drug Administration (FDA) food warehouse sanitation workshops, and are selected by the FDA for use by food warehouse operators and for training warehouse sanitation employees. The handbook is divided into three sections. The first section contains speeches given at food warehouse sanitation workshops. The speeches explain what the workshop is about, cover FDA requirements for sanitation control, and FDA regulatory procedures and inspections, as well as industry assistance. The second section of the publication contains reprints of two food warehouse sanitation articles on voluntary industry sanitation guidelines for food distribution centers and warehouses, and guidelines for sanitation inspection. The third section of the handbook is an annotated bibliography of publications and visual aids on food warehouse sanitation, with instructions on how to order the materials. (KC)

ED 201 822 CE 028 856

Schwartz, Rosalind M., Ed.

New Developments in Occupational Stress. Proceedings of a Conference (Los Angeles, California, November 13, 1978).

California Univ., Los Angeles. Inst. of Industrial Relations; National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, Ohio. Div. of Biomedical and Behavioral Science.

Report No.—DHHS-NIOSH-81-102

Pub Date—Dec 80

Note—73p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (Stock No. 017-033-00377-7, \$4.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Disabilities, Employment Practices, Health, Health Activities, *Heart Disorders, Injuries, *Occupational Diseases, Occupations, Personnel Management, Personnel Policy, *Stress Variables, Vocational Adjustment, Work Attitudes, *Work Environment, Workers Compensation

Identifiers—*Stress (Biological), *Stress Management

This volume contains the proceedings of a conference held to acquaint managers and health care professionals with new developments in the field of occupational stress. Psychological stress research performed by the National Institute for Occupational Safety and Health (NIOSH) from 1971 to 1976 is reviewed first, with an emphasis on defining high-risk work groups and isolating specific sources of stress in the work environment which may influence worker health. Other presentations include an examination of the relationships between coronary heart disease and machine-pacing with occupational stress; a discussion of the rise of worker compensation claims based on cumulative injury, which includes stress-related diseases; discussions of issues bearing upon the establishment of work-based programs to deal more effectively with occupational stress/strain, including the necessary steps to be taken by a consultant in setting up a corporate stress awareness program; and a description of an active, in-house employee assistance program amenable to including stress management. Both a socio-technical approach to dealing with stress in large organizations and a union-management collaborative program on occupational health are described. Finally, specific topics which merit attention are outlined in the concluding remarks. (Author/KC)

ED 201 823 CE 028 857

Education and Training for Older Persons. A Program Guide.

Office of Vocational and Adult Education (ED),
Washington, D.C.

Pub Date—Mar 81

Contract—300-79-0706

Note—70p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (\$4.25).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, Adult Programs, *Coordination, *Educational Cooperation, Educational Strategies, Employment Services, Guidelines, Instructional Systems, Needs Assessment, *Older Adults, Outreach Programs, Policy Formation, *Program Development, Recruitment, *Vocational Education, Volunteers

This program guide is designed to assist vocational education and other interested agencies and institutions in establishing a coordinated and comprehensive system for the delivery of education and training to older persons. It consists of eight sections. Section 1 presents an overview of the purpose and organization of the guide as well as an introductory discussion of vocational education and the older population. Section 2, which is devoted to planning, covers policy development, needs assessment, goals and objectives determination, strategy identification, and resource procurement. Topics relating to coordination of service delivery examined in section 3 are agency identification, determination of incentives/barriers to coordination, selection of coordinative arrangements, and shared working relationships. Sections 4 and 5 outline development of outreach and recruitment and supportive services. The older adult as learner, facilitative instructional strategies, and instructional options are described in section 6. Section 7, which is devoted to employment services, contains discussions of placement, follow-up, and career development services. Involving older persons as volunteers, planning the volunteer program, and operating a senior volunteer program are examined in chapter 8. (MN)

ED 201 824 CE 028 867

Hoyt, Kenneth B.

Staff Development in K-12 Career Education.

Monographs on Career Education.

Office of Career Education (ED), Washington, D.C.

Pub Date—Aug 80

Note—34p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (Stock No. 065-000-00046-6, \$2.50).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Development, *Career Education, Community Resources, *Elementary Secondary Education, *Inservice Teacher Education, *Models, Occupations, Program Effectiveness, *Staff Development, Teacher Education, Teacher Improvement, Workshops

This monograph is one in a series designed to report, in narrative form, discussions that took place during a series of mini-conferences for local K-12 career education coordinators on the subject of staff development in career education. The monograph covers two broad concerns: the substance of staff development in career education; and how staff development in career education is being carried on in selected K-12 school systems across the United States. The coverage of each of these questions is broken down into five broad topics: the need for and the nature of career education; occupations and society; the process of career development; availability and use of community resources; and infusing career education into the teaching/learning process. The views of the conference participants on each of these topics are synthesized, followed by a section of examples of programs under the topics which are working in various school systems. A list of conference participants is included in the publication. (KC)

ED 201 825 CE 028 869

The Women Offender Apprenticeship Program: From Inmate to Skilled Craft Worker.

Women's Bureau (DOL), Washington, D.C.

Report No.—DOL-WB-Pam-21

Pub Date—80

Note—76p.; Photographs will not reproduce well.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (Stock No. 029-002-00062-2).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, *Apprenticeships, Correctional Education, Correctional Institutions, *Correctional Rehabilitation, *Females, *Nontraditional Occupations, *Prisoners, Program Design, *Program Development, Program Guides

Identifiers—*Women Offender Apprenticeship Program

Intended for state prison administrators and their vocational and educational staff, community-based organizations, and women's employment project seeking better programming for female offenders, this publication covers three aspects of the Women Offender Apprenticeship Program. Part 1 discusses development of this program for women in the federal prison system to learn skills in well paid, non-traditional fields. Topics include program design, functioning of the Women Offender Apprenticeship Committee, and site-visits to apprenticeship programs at two co-correctional and two all-female institutions. Part 2 focuses on the Alderson Consultation for State Prison Administrators, selected as the means to acquaint participants with the apprenticeship system and demonstrate how the program worked and was developed. It describes participants, agenda, and components of a successful program. Part 3 is a step-by-step guide to developing a women offender apprenticeship program. Sections cover (1) preliminary research to determine feasibility, (2) making the decision (benefits and costs), (3) gearing up for action (organizing a Joint Apprenticeship Committee, defining committee responsibilities, developing trade standards, sending standards for review, writing up work processes, promotion), (4) selecting apprentices, (5) program operation, and (6) setting up support systems. Appendixes include Standards of Apprenticeship at Alderson and sources of information and assistance. (YLB)

ED 201 826 CE 028 870

Lerman, Robert I.

The Nature of the Youth Employment Problem: A

Review Paper. Technical Analysis Paper No. 69.
Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Pub Date—Mar 80

Note—113p.; Not available in paper copy due to light, broken print.

Available from—National Technical Information Service, Springfield, VA 22161 (write for price).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Youth, *Employment Patterns, *Employment Problems, Labor Market, Racial Discrimination, *Unemployment, *Work Experience, Young Adults, *Youth Employment, Youth Problems

This paper reviews the nature of the youth employment problem by considering its causes, deterioration in the employment situation of black youth, and the number of youth facing serious employment problems. Section 1 discusses reasons for concern regarding youth unemployment. In section 2 are related normal as well as harmful experiences due to labor market outcomes. Section 3 discusses the interpretation of existing concepts and measures of youth employment patterns in terms of serious versus minor problems. Causes of youth unemployment are examined in section 4 from several perspectives. Four sections focus on (1) reasons for unemployment rate differences between youth and adults, (2) factors influencing changes over time and differences across geographic areas in youth employment patterns, (3) the changing patterns of racial differences in employment, and (4) summarizing the explanations of the youth employment problem. Section 5 presents some estimates of the numbers of youth who encounter serious employment problems using four methods. Twenty-one data tables are appended. (YLB)

ED 201 827 CE 028 871

Employment Goals of the World Plan of Action: Developments and Issues in the United States. Report for the World Conference on the United Nations Decade for Women, 1976-1985.
Women's Bureau (DOL), Washington, D.C.
Pub Date—Jul 80

Note—84p.; Photographs will not reproduce well.
Report presented at the World Conference of the United Nations Decade for Women (Copenhagen, Denmark, July 1980).

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-002-00057-6, \$3.75).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Affirmative Action, *Agency Role, Blacks, Civil Rights Legislation, Economic Status, Employed Parents, *Employed Women, Employment, *Employment Level, Employment Programs, *Equal Opportunities (Jobs), Females, Hispanic Americans, Labor Force, *Policy, Salary Wage Differentials, Sex Discrimination, *Sex Fairness, Social Agencies, Sociocultural Patterns, Spouses, Voluntary Agencies

Identifiers—United Nations Decade for Women, United States, *World Plan of Action

This report focuses on economic, social, and legal development affecting women's employment in the United States during the first half of the United Nations Decade for Women. The first section reports on the economic roles of women in the U.S. as their participation in the labor force reached historically high levels during the last half of the 1970s. The employment status is detailed for such selected subgroups of the women's labor force as working mothers and wives, women who maintain families, Hispanic women, and Black women. Segregation is also addressed. Section 2 presents an analysis of policy developments and issues relevant to the World Plan of Action. It discusses measures and programs to reduce discrimination in employment as well as policies affecting the opportunities and economic regards for women who have changing and multiple roles. The final section highlights the initiatives of voluntary, nongovernmental organizations. Examples include training and employment programs to integrate women in the work force, efforts to eliminate obstacles to women's employment, increasing women's participation in trade unions, social security and other retirement income, and entrepreneurship. Sixteen statistical tables and a reference list are appended. (YLB)

ED 201 828 CE 028 872

Army Training Technology Transfer: A Systems Model.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Spons Agency—Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Report No.—ARI-RR-1241
Pub Date—Jul 80
Note—139p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, *Educational Research, *Military Training, Models, Needs Assessment, Policy Formation, Postsecondary Education, Program Evaluation, Program Implementation, Research Methodology, *Research Utilization, *Systems Approach, Teacher Education, Teaching Models, Training, *Training Methods, *Transfer of Training

Identifiers—Army

Innovations in training technology must be transferred from the researcher to the user to be effective. This system concept paper presents a framework for the establishment of an Army training technology transfer program, as well as suggestions to improve the acceptance and use of training research products. Training technology transfer is defined as the process by which research results become implements of useful change in operational training. The user can be civilian or military, functionally involved at levels from high-level review to the trainer in the field. The systems model developed here uses a linear approach to describe the four steps of technology transfer in the Army: (1) analysis of requirements; (2) research, development, test, and evaluation (RDT&E) of solutions; (3) dissemination of findings; and (4) institutionalization. Within these steps, specific issues include assessment of military needs, consideration of the appropriateness

of current RDT&E funding, user acceptance of new products, and the transition from innovation to policy; as well as prediction methodology and recommendations for ongoing monitoring, evaluation, and feedback. Recurring throughout the transfer process are issues of sponsorship and the self-renewal capability of the research product. A bibliography on training transfer is organized in terms of specific activities within the model. (Author/KC)

ED 201 829 CE 028 873

Zuccaro, Mary. And Others

Family Life Education: Curriculum Guide.

Spons Agency—Health Services Administration (DHHS/PHS), Rockville, Md. Bureau of Community Health Services.
Report No.—DHHS-HSA-81-5669

Pub Date—80

Grant—PHS-09-H-00260-08-0-FT-H70

Note—363p.; Prepared by the Family Life Education Program Development Project, Santa Cruz, CA.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-026-00095-0, \$14.00).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Abortions, Adolescents, Adoption, Annotated Bibliographies, Behavioral Objectives, Birth, Contraception, Curriculum Guides, *Decision Making, Decision Making Skills, *Family Life Education, Guidelines, Individual Development, Instructional Materials, Learning Activities, Lesson Plans, Models, Parenthood Education, Pregnancy, *Problem Solving, *Program Development, Program Implementation, Reproduction (Biology), Secondary Education, *Self Esteem, *Sex Education, Sex Role, Venereal Diseases

Identifiers—Parenting

Designed to serve as a model and resource for teachers setting up family life education programs at the secondary level, this family life education curriculum guide presents a specific ten-session model for programs at both the high school and junior high school levels. While both programs attempt to provide a broad overview of the areas commonly covered in family life education courses, the junior high program tends to focus more on the issue of self-esteem, while the senior high programs focuses more on problem solving and decision making. Topics of the junior high program sessions are an introduction to self-esteem, listening and communicating, sex roles, adolescent growth and development, pregnancy and birth, decision making, birth control and parenting, and pregnancy alternatives and venereal disease. Session topics for the senior high program include reproductive anatomy and physiology, sex roles, decision making within relationships, venereal disease and communication, pregnancy and birth, teen parenting, pregnancy alternatives and birth control. Appendices contain a family life education bibliography, audio-visual resources, film guides, a sample parent notification form, and a sample parents' review night. (MN)

ED 201 830 CE 028 875

Owings, Jeffrey A. And Others

The Impact of Motherhood on the Career Pattern of Working Women: Differences in the Life Histories and Career Status of Employed Mothers and Working Women without Children.

Pub Date—Apr 80

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 8, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Attitudes, *Career Development, Comparative Analysis, *Educational Attainment, Employed Parents, *Employed Women, *Employment Level, Employment Patterns, Longitudinal Studies, *Mothers, National Surveys, Occupational Aspiration, Research, *Socioeconomic Background

A study compared employed mothers with working women who do not have children along dimensions reflective of their life histories and labor market experiences. It utilized data from two nationwide longitudinal surveys—the National Longitudinal Survey of Young Women aged 14 to 24 and the National Longitudinal Study of the High

School Class of 1972. Cross-tabulations between selected, theoretically relevant variables were performed, and various measures of association were obtained. This series of analyses focused on differences in socioeconomic background, educational attainment and goals, occupational status and aspirations, and personal attitudes of employed mothers and employed women without children. A regression analysis was undertaken to determine which variables would be predictors of the dichotomous variable indicating whether a woman is a mother, when their overlapping effects are controlled. Statistical analyses did not contradict the suggestions of theorists in vocational development that employed mothers have many obstacles to surmount as their careers develop. They were more likely to come from lower socioeconomic levels, have completed fewer years of education, and to be available to work only part-time. (Twenty-three tables are appended.) (YLB)

ED 201 831 CE 028 877

King, John E. And Others

A Broad Assessment of the Vocational Education Needs of Black Americans in Illinois—1980 Pilot Study: A Research Report.

Southern Illinois Univ., Carbondale. Coll. of Education.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Sep 80

Note—121p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Blacks, Conferences, Educationally Disadvantaged, *Educational Opportunities, Educational Research, Employment, *Employment Opportunities, Employment Potential, Interviews, Labor Market, Literature Reviews, Motivation, *Needs Assessment, *Racial Discrimination, Success, *Vocational Education, Work Attitudes

Identifiers—*Illinois

An Illinois study identified the important questions regarding the fundamental problems bearing upon the vocational education needs of blacks in the state. Following a review of literature to gain perspective, seventeen persons qualified by experience and position to address the questions were interviewed to refine the focus of the research. Questions dealt with problems in securing jobs, problems in keeping jobs, opportunity for vocational education, nature of available job training, and opportunity for blacks to enter the professions. The result of the interviews was the production of seven issues that became the structure for the Planning Conference or "conference on ideas": opportunity for vocational education, discrimination on basis of race, process of successfully obtaining employment, nature of job market, success as a worker on a job, problem of educational disadvantage, and motivational factors. A session was organized around each of these major issues. (Results of considerations of these questions are detailed. Conclusions and research needs are also outlined. Appendices, amounting to approximately one-half of the report, include summary of the interviews and conference program, materials, and selected bibliography.) (YLB)

ED 201 832 CE 028 878

A Report on Local Knowledge Development: Initiatives, Themes and Approaches under the Youth Employment and Demonstration Projects Act (YEDPA).

MDC, Inc., Chapel Hill, N.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—Apr 80

Grant—DOL-28-37-79-02

Note—44p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Demonstration Programs, Dropout Prevention, Dropout Programs, Employment Opportunities, *Employment Programs, *Federal Programs, Job Skills, *Program Effectiveness, Program Evaluation, Secondary Education, *Youth Employment, *Youth Programs

Identifiers—Comprehensive Employment and Training Act, *Knowledge Development, *Youth Employment and Demonstration Projects Act
A review was conducted to assess early initiatives

by Comprehensive Employment and Training Act (CETA) prime sponsors in knowledge development under the Youth Employment and Demonstration Projects Act of 1977. The review was based on two waves of site visits to a total of 19 prime sponsors, in May-June, 1979, and in November-January, 1979-80. From the data gathered, most of the knowledge development activity was found to be at an early stage of development, or else it was not developed at all. In many cases, the evaluators found that sponsors lacked any clear conception of what knowledge development was supposed to be; activity of one sort or another was aimed at satisfying what seemed to both regional staff and state and local prime sponsors an extremely nebulous goal. Despite limited progress, however, the average prime sponsor was found to be interested in learning more about its youth programs so that they could be improved, and would welcome advice, examples, and technical assistance in any form in which it might be offered. It was recommended that (1) some firm definition of knowledge development as applicable to youth programs at the state and local level be provided; (2) that prime sponsors be given help in designing evaluation plans that are within the realm of accomplishment and that may reasonably be expected to provide knowledge useful to them; and (3) that technical assistance be provided to the prime sponsors. (KC)

ED 201 833 CE 028 879

Peterson, Richard E.

Project on Adult Education Opportunities in Industrialized Countries. Executive Summary. Educational Testing Service, Berkeley, Calif. Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Pub Date—Sep 80 Contract—300-79-0369 Note—12p.; For a related document see CE 028 880.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, Adults, Comparative Analysis, *Developed Nations, *Educational Opportunities, *Educational Policy, Educational Practices, Entry Workers, Females, National Programs, Older Adults, Parents, Policy, Program Descriptions, *Program Effectiveness, Public Policy, State of the Art Reviews

Identifiers—Australia, Canada, Denmark, France, Sweden, United Kingdom, United States, USSR, West Germany

This executive summary sets forth the findings from a study of adult education opportunities and policies in industrialized countries. Focus of the project is on programs for workers, older persons, women entering the labor force, parents, and undereducated adults in nine countries, including Australia, Canada, Denmark, the Federal Republic of Germany, France, the Soviet Union, Sweden, the United Kingdom, and the United States. The summary consists of five sections. The first two sections contain information on the background of the study and the contents and organization of the project report. A brief outline of the adult education policies, programs, and opportunities in the nine countries covered in the report is provided in section 3. Section 4 presents descriptions of reports by country consultants on the state of adult education in their respective countries. The final section presents a discussion of the implications of these programs for government policy in the United States, with special emphasis on the areas of the educational needs of workers, older persons, women entering the work force, parent education, and undereducated adults. (MN)

ED 201 834 CE 028 880

Peterson, Richard E.

Learning from Adult Education Programs in Foreign Countries.

Educational Testing Service, Berkeley, Calif. Pub Date—Nov 80

Note—19p.; Paper presented at the National Conference on Adult Education (St. Louis, MO, November 2, 1980). For a related document see CE 028 879.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, Comparative Analysis, Continuing Education, Educational Philosophy, *Educational Policy,

*Educational Practices, Educational Strategies, Educational Television, Entry Workers, *Foreign Countries, Labor Force Development, Lifelong Learning, Older Adults, Parents, Policy, *Policy Formation, Program Descriptions, Program Development, Public Policy, School Role, State of the Art Reviews

Identifiers—England, France, Sweden, United States, USSR

This paper sketches major programs for adult education in Sweden, the Soviet Union, France, and England and considers several policy implications for adult education in the United States. The first section examines the reforms in Swedish public education designed to facilitate social equality, with special emphasis on the study circle. A description of the institutions and practices of the Soviet adult education system is provided in the second section. The third section concentrates on the various types of local educational agencies and systems for industrial training found in England. Discussed in the fourth section are aspects of France's adult education program, such as guaranteed paid educational leave, continuing adult education, training courses, formal and popular learning activities, and special programs for older adults. The final section examines policy implications for adult education in the United States for employee training systems, learning services for poorly educated and illiterate adults, institutes to serve the older adult, televised courses, diversification of services to accommodate the diversity of adult learning interests, and a system for unified lifelong learning. (MN)

ED 201 835 CE 028 888

Neely, Margery A. Dees, Diane

Unpaid to Salaried Employment: Strategies for Change.

Pub Date—Apr 81

Note—25p.; Workshop presented at the Annual Convention of the National Vocational Guidance Association (St. Louis, MO, April 12, 1981).

Pub Type—Guides - General (050) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, Displaced Homemakers, Employment Qualifications, Evaluation, *Experience, Experiential Learning, *Females, *Job Search Methods, *Job Skills, Material Development, *Portfolios (Background Materials), Reentry Workers, Self Evaluation (Individuals), Work Experience, Workshops

Identifiers—Job Stress, Stress (Biological)

This workshop presentation from the National Vocational Guidance Association Annual Convention consists of two parts—a discussion of strategies for women to use in entering the paid labor force and a process to identify marketable competencies one has acquired. First, strategies are addressed for handling these three components of the change from unpaid to salaried employment: affective issues that create stress, job finding, and identifying and marketing skills. Second, a process related to functional resumes is explained that helps identify marketable skills one possesses. Stages are described in compiling an administrative competency portfolio, the basis of which is the Manual and Guide: Analogous Competency Assessment and which reflects administrative experience and serves as a functional resume. These stages are (1) identification of life experiences and their resulting knowledge and skills, (2) articulation of competencies, (3) selection of documentation, and (4) organization of materials to compose a narrative and assemble the complete portfolio. These handout materials are appended: reference list, outline of information regarding handling job stress, suggestions for fielding illegal questions, sample significant life-experience time-log sheet, and sample competency profile sheet. (YLB)

ED 201 836 CE 028 891

Booth, David B.

The Role of Non-Academic Employment in the Education of Graduate Students and Faculty. Strengthening Academic and Professional Culture.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 79

Note—52p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Development, Career Education, *Career Planning, *Doctoral Degrees, Doctoral Programs, *Education Work Relationship, Employment Opportunities, *Employment Potential, Faculty Development, Graduate Study, Higher Education, *Job Placement, Job Skills, Networks, *School Business Relationship

Identifiers—*Nonacademic Careers

Designed to apply basic principles of career education to graduate education, this monograph focuses on (1) reshaping graduate education to make Ph.D.s more employable, (2) placement of Ph.D.s, and (3) necessary complementary changes in faculty and administrative culture. Chapter 1 briefly discusses efforts to redefine the mission of the academic professions so they prepare students for non-academic careers and obtain information on education and work. It closes with a plan to create a Confederation of Academic Professions to provide technical assistance. Chapter 2 describes networking by which Ph.D.s in nonacademic employment and employers combine with universities to collaborate in preparation of Ph.D.s for nonacademic employment. Efforts by academic professions and institutions to locate and place able Ph.D.s are detailed. Chapter 3 addresses developing a career development program for faculty. A pilot effort to offer all faculty career education options is reviewed that includes internships in other university units or in nonacademic employment. Chapter 4 proposes a coalition of employers and universities to recruit talent and to work with students to integrate education and work. The proposal suggests building on the competency-based education movement to encourage students to engage in voluntary assessments preceding graduate education to provide direction for career planning. (YLB)

ED 201 837 CE 028 892

Cala, Michael And Others

The Older Person's Handbook. Ideas, Projects and Resources for Neighborhood Action. A Mutual Aid Project Handbook.

Mutual Aid Project, Inc., New York, N.Y.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.; Consolidated Edison Co., Brooklyn, N.Y.

Pub Date—79

Grant—AOA-90-A-1059

Note—113p.; Photographs will not reproduce well. Pub Type—Guides - General (050) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Involvement, *Community Resources, *Community Services, Cultural Activities, Educational Facilities, Employment Services, Federal Programs, Human Resources, Information Sources, *Neighborhood Improvement, *Older Adults, *Program Descriptions, Program Design, Program Development, Resources, Urban Improvement, Volunteers

Identifiers—New York (New York), Social Security

The Mutual Aid Project (MAP) has developed a community organizing and planning approach which has focused its attention on the continuing role of older people within their neighborhoods. This approach has sought to strengthen not only the day-to-day arrangements for mutual aid and support, but also those actions which will assist groups in obtaining adequate resources, skills, and knowledge from the formal service system. This handbook reflects the state of the art of voluntary projects which will assist older people in playing a major role in community life. At the same time, it consistently portrays the dignity and competence of older individuals in strong contrast to most age stereotypes. The purpose of the handbook is to provide some ideas concerning the kinds of projects that can be conducted both for and with older neighborhood residents for the common good. Topics covered in the handbook's six chapters include: planning for neighborhood projects; self-protection projects; projects for the homebound; consumer education projects; cooperative and exchange projects; and urban gardening. Appendix 1 provides basic information about social assistance programs of the federal government and New York City, as well as information about discounts, cultural events, and employment in the New York City area. Appendix 2 provides important phone numbers (such as police, fire, welfare, gas company, legal assistance, etc.) for the New York City area. (KC)

ED 201 838 CE 028 897

Taylor, G. Cleve And Others

Vocational Curriculum and In-Service Needs Assessment. Report 1 of 2.
Idaho Univ., Moscow. Coll. of Education.
Pub Date—[80]

Note—176p.; Appendix B will not reproduce well due to small, light print.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agricultural Education, *Competence, Distributive Education, *Educational Needs, Educational Research, Home Economics, Industrial Arts, *Inservice Teacher Education, Job Skills, Needs Assessment, Office Occupations Education, Postsecondary Education, Questionnaires, Secondary Education, Surveys, Tables (Data), *Teacher Attitudes, *Teaching Skills, Trade and Industrial Education, Vocational Education, *Vocational Education Teachers

This report details findings of a study to determine a priority listing of competencies based on the perceived needs of vocational instructors. The nine-page narrative addresses the development of the instrument which surveyed vocational teachers' perception of importance to job, level of competence, and need for inservice training regarding 107 competency statements. Findings are discussed by the six program areas surveyed: trade and industrial education, industrial arts, office education, home economics, distributive education, and agriculture education. A general conclusion is that while instructors within each program area had perceived needs unique to their program area, competencies consistently ranked high included (1) those relating to instructional evaluation and accommodating special needs or nontraditional students, (2) keeping up-to-date professionally, and (3) maintaining technical competency in area of instruction. Twelve tables, amounting to approximately 100 pages, show frequency distribution, means, and standard deviations as well as priority ranking for each program area. The Vocational Teachers Needs Assessment is appended. (YLB)

ED 201 839 CE 028 907

Wastewater Treatment I. Instructor's Manual.

American Water Works Association, Denver, Colo. California - Nevada Section.; California Water Pollution Control Association, Sacramento. Joint Education Committee.; Contra Costa Coll., San Pablo, Calif.

Spons Agency—California Community Colleges, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—408p.; For a related document see CE 028 908. Prepared in collaboration with Remcon, Inc.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Behavioral Objectives, Continuing Education, *Equipment Maintenance, *Facilities, Instructional Materials, *Job Skills, Learning Activities, Postsecondary Education, Tests, *Vocational Education, *Waste Disposal, Wastes, Water Pollution

Identifiers—*Waste Water Treatment

This instructor's manual provides an outline and guide for teaching Wastewater Treatment I. It consists of nine sections. An introductory note and a course outline comprise sections 1 and 2. Section 3 (the bulk of the guide) presents lesson outlines for teaching the ten chapters of the manual entitled "Operation of Wastewater Treatment Plants." Topics covered in the lesson outlines are treatment plant operation; reasons for treating wastes; wastewater facilities; racks, screens, and comminutors; grit removal; sedimentation and flotation; trickling filters; rotating biological contactors; activated sludge; waste treatment ponds; and disinfection and chlorination. Each lesson outline contains a list of objectives, discussion of the relative importance of material to be presented, and suggestions for three-hour labs involving field trips to local facilities. Suggested handout materials, transparency masters, and visual aids are included in sections 4-6. The final three sections consist of sample questions and answers for exams and finals, objective tests and answers, and discussion and review questions. (A corresponding student's guide is available separately through ERIC—see note.) (MN)

ED 201 840 CE 028 908

Wastewater Treatment I. Student's Guide.

American Water Works Association, Denver, Colo. California - Nevada Section.; California Water Pollution Control Association, Sacramento. Joint Education Committee.; Contra Costa Coll., San Pablo, Calif.

Spons Agency—California Community Colleges, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—215p.; For a related document see CE 028 907. Prepared in collaboration with Remcon, Inc.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Continuing Education, *Equipment Maintenance, *Facilities, Instructional Materials, *Job Skills, Learning Activities, Postsecondary Education, *Vocational Education, *Waste Disposal, Wastes, Water Pollution

Identifiers—*Waste Water Treatment

This student's guide is designed to provide students with the job skills necessary for the safe and effective operation and maintenance of wastewater treatment plants. It consists of three sections. Section 1 consists of an introductory note outlining course objectives and the format of the guide. A course outline constitutes the second section. Section 3 (the bulk of the guide) presents lesson outlines, reviews, and labs (in the form of field trips to wastewater treatment plants) for use in conjunction with the ten chapters of the text entitled "Operation of Wastewater Treatment Plants." Topics covered in these outlines are treatment plant operation; reasons for treating wastes; wastewater facilities; racks, screens, comminutors, and grit removal; sedimentation and flotation; trickling filters; rotating biological contactors; activated sludge; waste treatment ponds; and disinfection and chlorination. (A related instructor's manual is available separately through ERIC—see note.) (MN)

ED 201 841 CE 028 934

Gilbertson, Alan D.

Developing the Rehabilitation Facility Personnel

Manual.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—Mar 81

Note—72p.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin—Stout, Menomonie, WI 54751.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Attendance, Discipline Policy, Dismissal (Personnel), *Employer Employee Relationship, Fringe Benefits, *Guides, *Personnel Management, *Personnel Policy, Personnel Selection, *Policy Formation, Program Development, Recruitment, *Rehabilitation Centers, Salaries, Wages

This guide is intended to provide rehabilitation facilities with assistance in developing or improving their facility personnel manual, along with examples of what some rehabilitation facilities are including within their personnel manuals. The introduction to the guide discusses how a facility can begin the formulation of its personnel manual. The remaining nine sections of the publication each deal with one specific aspect of the personnel manual: developing personnel policies; recruitment, screening, hiring, and orientation; hours of work, attendance, and absenteeism; wage and salary administration; seniority, promotions, transfers, and layoffs; employee fringe benefits; disciplinary and grievance policies; termination of employment; and miscellaneous policy statements. Each section contains a brief narrative or overview of what the section covers, and the importance of the section. Finally, each section contains examples of what other rehabilitation facilities have prepared for their personnel manual in order to meet the requirements of the section. A checklist at the end of the publication can be used by the facility to determine which of the policy statements discussed should be developed and placed in its personnel manual. (KC)

ED 201 842 CE 028 935

Douna, Elaine L.

Competency Based Consumer Education.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Sep 80

Note—22p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, Consumer Economics, *Consumer Education, *Consumer Protection, Credit (Finance), *Decision Making, Ecology, Economics, Elementary Secondary Education, Interpersonal Competence, *Money Management, Postsecondary Education, *Purchasing, Resource Allocation, Responsibility, Skills

Identifiers—*Consumer Skills

This document is intended as a tool to help teachers develop a competency-based consumer education curriculum. It first briefly discusses the need for a competency-based approach over a K-14 continuum. The major portion of the document then consists of lists of competencies on a K-14 continuum that are nonsubject specific. They are categorized into the four major goal areas that comprise consumer education: (1) decision making; (2) resource management; (3) consumer roles, rights, responsibility; and (4) knowledge of the marketplace. Under each goal are five to seven subordinate objectives for which are listed grade level-appropriate indicators or statements that describe specific behaviors of individuals who have achieved given levels of competencies. (The grade levels are K-3, 4-6, 7-9, 10-12, and 13-14.) A one-page summary outline discusses use of the K-14 competency-based consumer education matrix. (YLB)

ED 201 843 CE 028 936

Chenoweth, Roberta

Refinement of Instruments and Processes Used in

Evaluating the Effectiveness of Prevocational Exploration Programs in West Virginia. Final Report.

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Pub Date—Mar 81

Note—106p.; Some pages will not reproduce well due to light print.

Pub Type—Reports - Evaluative (142)—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Choice, Career Education, *Career Exploration, Decision Making, *Evaluation Methods, Followup Studies, Grade 9, Grade 10, Guidelines, Junior High Schools, Material Development, *Measurement Techniques, Pretests Posttests, *Prevocational Education, *Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, Student Evaluation

Identifiers—West Virginia

A West Virginia Project revised instruments and processes and developed procedural guidelines for evaluating prevocational exploration programs. Evaluation processes were initiated during the 1978-79 school year, when Berkeley, Fayette, and Ritchie counties entered their third year of this program for ninth and tenth grade students. Instruments were prepared to measure the amount of information students had about themselves, occupations, and career decision making. Pre- and post-test data were collected during the 1976-77 and 1977-78 school years. An instrument was also developed to monitor processes used by instructional personnel to deliver prevocational exploration. It was administered during 1976-77. Longitudinal followup studies begun during 1978-79 placed primary emphasis on choices made by 1976 programs. (The narrative portion contains extensive data tables. Appendices, amounting to approximately one-half of the report, include the questionnaires. Descriptive and Procedural Guidelines for Evaluating Prevocational Exploration Programs in West Virginia, and followup instruments.) (YLB)

ED 201 844 CE 028 937

Student Material for Competency-Based Education Curriculum for Licensed Practical Nurse. Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jul 79

Note—426p.; For a related document see CE 028 938.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Check Lists. *Competency Based Education. Employment Opportunities. Human Relations. *Job Skills. Learning Activities. *Medical Services. Nurses. *Nursing Education. Postsecondary Education. *Practical Nursing. Recordkeeping. Skills. Task Analysis. Work Sample Tests.

This curriculum for licensed practical nurse contains 18 units. Each unit is divided into modules comprised of task or job-related competencies. A student competency sheet (SCS) provided for each task is organized into this format: unit number and name, module letter and name of the group of related tasks, and number and name of task; performance checklist; test portion listing items needed, task, and standard; and learning activities. Following some SCSs are information sheets, self-check tests, and/or performance checks. The first three units (A,B,C), which deal with employment opportunities, human relations, and charting, reporting, and recording contain no modules, only tasks. The units cover such nursing skills as maintaining a clean, safe environment; caring for personal, nutrition, and elimination needs of patients; assisting with treatments and procedures; coordinating and communicating; medical and surgical asepsis; caring for the terminal patient; administering emergency treatments; establishing sterile areas; preparing patients for examinations or surgery; administering medication; caring for respiratory tract and urinary, gastro-intestinal, and reproductive systems; and performing supervised management procedures. A teacher's guide is available separately; see note. (YLB)

ED 201 845 CE 028 938

Teacher's Guide for Competency-Based Education Curriculum for Licensed Practical Nurse.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jul 79

Note—209p.; For a related document see CE 028 937.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Achievement Tests. Answer Keys. *Competency Based Education. Educational Equipment. *Job Skills. *Medical Services. Nurses. *Nursing Education. Postsecondary Education. *Practical Nursing. Skills. Teaching Guides.

This teacher's guide is designed to accompany the Licensed Practical Nurse Competency-Based Education Curriculum student materials available separately (see note). It contains an explanation of the curriculum and suggested usage, a list of competencies by job title (other occupations which use the same competencies). Licensed Practical Nurse Curriculum table of contents, suggested evaluation aids of three types—task, module, and unit test—and answer keys, and a list of references to accompany the curriculum. Appendix A is a copy of data collected through a revalidation survey of incumbent workers. Data are reported according to (1) state responses (West Virginia and Pennsylvania), (2) years of service in the occupation, and (3) occupation of the respondent. Appendix B lists additional tasks performed by survey respondents and additional equipment used. (YLB)

ED 201 846

CE 028 939

Jordan, Betty Jo. And Others

Adult Programs in Consumer and Homemaking Education.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Pub Date—Jul 79

Note—399p.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Adult Education. *Adult Programs. Child Development. Child Rearing. Clothing. Clothing Instruction. *Consumer Education. Course Descriptions. Family Life. *Family Life Education. *Home Economics. *Home Management. Housing. Parenthood Education. Program Improvement. Sewing Instruction. Textiles Instruction.

This publication contains descriptions of 100 courses for use by local education agencies in updating their Adult Consumer and Homemaking program offerings in response to new legislative and policy rulings. Courses are divided into these six categories: (1) Family Living and Parenthood Education (18 courses), (2) Nutrition (16 courses), (3) Housing and Home Management (18 courses), (4) Consumer Education (20 courses), (5) Clothing and Textiles (13 courses), and (6) Child Development, Care, and Guidance (15 courses). Each course description is arranged in this format: suggested time (number and length of sessions), course description (brief paragraph), topical outline, and list of resources. (YLB)

ED 201 847

CE 028 940

The West Virginia Placement Program Manual; For Planning, Implementing and Evaluating School Placement Programs.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—May 80

Note—430p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Career Development. Career Education. Career Planning. Education Work Relationship. Employment Potential. *Job Placement. Job Search Methods. *Program Development. *Program Evaluation. *Program Implementation. Secondary Education. *Student Placement.

This manual is designed to provide school personnel with the information necessary to plan, implement, and evaluate a school-based placement program. Chapters 1-3 introduce the material, discuss the placement program structure, and address manual use. Chapters 4-6 focus on one of the three stages of planning, implementation, and evaluation and are written in outline form. Within chapters 4 (planning) and 6 (evaluation) are found program subgoals, under which are coordinated processes, activities, and resources. Chapter 5 (implementation) is divided into student competencies, under which are coordinated learner outcomes, activities of staff, staff competencies needed, and resources. Resources/forms directly follow the chapter to which they relate. Three appendices amount to approximately one-third of the manual. Appendix A is a calendar listing all processes and activities in the order in which they appear in the manual. For planning and evaluation processes months of the year are given; for implementation activities, grade level and semesters are given. Appendix B provides examples of how to use the learner outcomes and activities to develop student competency measurement instruments. Appendix C lists all of the resources identified throughout the manual and addresses of distributors and sources of the materials. (YLB)

ED 201 848

CE 028 945

Waite, Linda J.

U.S. Women at Work.

Population Reference Bureau, Inc., Washington, D.C.

Spons Agency—Rand Corp., Washington, D.C.

Pub Date—May 81

Note—49p.; Photographs and tables will not reproduce well.

Available from—Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Ave., N.W., Washington, DC 20036 (\$2.00; 2-49 copies, \$1.75 each; 50 copies or more, \$1.50 each).

Journal Cit—Population Bulletin; v36 n2 May 1981

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults. Affirmative Action. Career Education. *Employed Parents. *Employed Women. *Employment Level. *Employment Patterns. Employment Practices. Employment Statistics. Equal Opportunities (Jobs). Females. Labor Force. *Mothers. Salary Wage Differentials. *Sex Discrimination

Identifiers—United States

Women comprised 43% of the United States labor force in 1980, up from 29% in 1950. The surge in women's employment is linked to more delayed marriage, divorce, separation, women's increased education, lower fertility, rapid growth in clerical and service jobs, inflation, and changed attitudes toward "women's place." Employment has risen fastest among married women, especially married mothers of children under six. Some 44% of employed women work full-time, year-round, but average \$6 for every \$10 earned by men working that same amount. This is partly because most women remain segregated in low-paying "women's jobs." Working wives were spending six times more time on housework than married men in 1975, and working mothers of preschool children are hampered by a lack of day-care facilities. Equal employment opportunity and affirmative action have improved the climate for working women but not as much as for minorities. Federal income tax and social security systems still discriminate against two-earner families. Women's position in the labor force should improve with the inroads women are making in some male-dominated occupations and gains in job experience and seniority among younger women who now tend to stay in the labor force through the years of childbearing and early child-rearing. (Author- YLB)

ED 201 849

CE 028 950

Thompson, William R.

Competency Based Education Curriculum for Prevocational Manufacturing Exploration. Teacher's Guide.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Mar 81

Note—871p.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC35 Plus Postage.

Descriptors—Appliance Repairers. Audiovisual Aids. *Career Exploration. Competence. *Competency Based Education. Course Content. Curriculum Guides. Drafting. Electric Motors. Electronic Technicians. Equipment. Foundries. Graphic Arts. *Learning Modules. Machinists. *Manufacturing Industry. Metal Working. *Occupations. Photography. *Prevocational Education. Printing. Refrigeration Mechanics. Secondary Education. Sheet Metal Work. Television Radio Repairers. Vocational Education. Warehouses. Welding

Identifiers—Coal Mining. Compositors (Printing and Publishing). Custodians. West Virginia

This publication is the teacher's guide for the competency-based Prevocational Manufacturing Exploration curriculum for secondary students in West Virginia. The guide is intended to help instructors give students career exploration activities in the various fields and job categories of manufacturing. The guide is organized into 18 learning modules. In each module is a career information sheet that includes a unit of study, occupational category, occupational division, occupational group, occupational

overview, and representative job title within the occupational group. Included within the guide are listings of audiovisual aids, references, equipment, and supplies for presenting the various areas of manufacturing. Also included are the answers to all of the questions from the worksheets contained in most lessons. The following occupations are represented by the learning modules: wrought iron worker, foundry worker, printer, electricity/electronics technician, artist, compositor, photographer, drafter, sheet metal worker, machinist, welder, motor repairer, radio and television repairer, air conditioner mechanic, custodian, coal miner, and warehouse operator. (KC)

ED 201 850 CE 028 954
Long, Diana

Agribusiness Management. Competency Based Education Curriculum. Student Material.

Radio Corp. of America, Charleston, W. Va. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Dec 79

Note—261p.; For a related document see CE 028 955.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Accounting, Advertising, *Agriculture, *Agricultural Education, Bookkeeping, *Business Education, *Competency Based Education, Curriculum, Instructional Materials, Learning Activities, *Learning Modules, Marketing, Mathematics, Merchandising, Secondary Education, Student Evaluation, Transportation Identifiers—West Virginia

This publication contains the student materials for the competency-based curriculum in agribusiness management for high school students in West Virginia. The purpose of the competency-based education curriculum is to provide a set of West Virginia-validated agribusiness tasks, along with the steps needed to perform each task, the evaluation standards, and suggested learning activities. These student materials consist of a student competency sheet for each of the 54 competencies (arranged in 12 learning modules), of the agribusiness management curriculum. (The 12 competencies encompassing the Agribusiness Management curriculum include the following: occupational knowledge, selling principles, sale closing, mathematics, related mathematics, advertising, special sales, stock, accounting and bookkeeping, pricing, inventory, and shipping and receiving.) Each competency sheet contains the competency, a performance guide, learning activities, and an evaluation to be performed or completed by the student. (The materials are suitable to be distributed to students, or may be used as part of the teacher's lesson plan.) Additional student handouts are also provided for some of the competencies. (KC)

ED 201 851 CE 028 955
Long, Diana

Agribusiness Management. Competency Based Education Curriculum. Teacher's Guide.

Radio Corp. of America, Charleston, W. Va. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Dec 79

Note—163p.; For a related document see CE 028 954.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Accounting, Advertising, *Agriculture, *Agricultural Education, Bookkeeping, *Business Education, Competence, *Competency Based Education, Course Content, Curriculum, Learning Activities, *Learning Modules, Marketing, Mathematics, Merchandising, Secondary Education, Student Evaluation, Transportation Identifiers—West Virginia

This publication is the Teacher's Guide for the competency based curriculum in agribusiness management for high school students in West Virginia.

The purpose of the competency based education curriculum is to provide a set of West Virginia-validated agribusiness tasks, along with the steps needed to perform each task, the evaluation standards, and suggested learning activities. The first six sections of the guide provide background information and suggestions for use of the curriculum. Topics include an introduction, identification and validation of job titles and competencies, functions of developmental committee, program organizations, bibliography of resources, and an equipment list. Section 7, the main body of the guide, deals with implementation of the curriculum. For each of the 12 modules, encompassing 54 competencies, the guide provides a competency sheet summarizing equipment needed, instructor's responsibilities, and a summary and/or answers to the criterion evaluation included with each competency. The 12 modules encompassing the agribusiness management curriculum include the following: occupational knowledge, selling principles, sale closing, mathematics, related mathematics, advertising, special sales, stock, accounting and bookkeeping, pricing, inventory, and shipping and receiving. A student grade card for the agribusiness management curriculum completes the publication. (KC)

ED 201 852 CE 028 956
Long, Diana

Masonry. Teacher's Guide. Competency Based Education Curriculum.

Radio Corp. of America, Dallas, Tex. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Dec 79

Note—85p.; For a related document see CE 028 957.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Answer Keys, *Bricklaying, *Building Trades, *Competency Based Education, Educational Equipment, Evaluation Criteria, *Job Skills, Learning Activities, *Masonry, Postsecondary Education, Skilled Occupations, Teaching Guides, *Trade and Industrial Education

This teacher's guide is designed to accompany the competency based masonry student materials (see note). It is intended for use as a reference and aid in implementing the curriculum. The guide includes these sections: Identification and Validation of Job Titles and Competencies, Functions of the Developmental Committee, Program Organization (modules and competencies), Bibliography of Resources, and Equipment List. Developed to aid in conducting/implementing the program, the final section contains a summary of each competency sheet and provides this information: module and competency number and name, equipment needed, textbook, instructor's responsibilities, and a summary and/or answers to the criterion evaluation. Answer keys to learning activities are also included. (YLB)

ED 201 853 CE 028 957
Long, Diana

Masonry. Student Material. Competency Based Education Curriculum.

Radio Corp. of America, Dallas, Tex. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Dec 79

Note—106p.; Some pages will not reproduce well due to small, light type. For a related document see CE 028 956.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bricklaying, *Building Trades, Check Lists, *Competency Based Education, Curriculum Guides, *Job Skills, Learning Activities, *Masonry, Postsecondary Education, Skilled Occupations, Task Analysis, *Trade and Industrial Education, Work Sample Tests

This curriculum for masonry is organized into 12

modules. Each module is comprised of two to nine competency statements. A student competency sheet provided for each competency is organized into this format: module and competency number and name, performance guide (for some competencies), learning activities, and an evaluation. Where appropriate, student quizzes, work sheets, and handouts are included. Titles of the modules include (1) Occupational Knowledge; (2) Leveling, Gaging, and Squaring; (3) Laying Basics; (4) Tooling and Pointing Joints; (5) Patterns; (6) Wall Construction; (7) Laying Columns; (8) Preparing Foundations and Footings; (9) Constructing Buildings; (10) Performing Miscellaneous Masonry Work; (11) Arches; and (12) Constructing Residential Chimneys and Fireplaces. A teacher's guide is available separately—see Note. (YLB)

ED 201 854 CE 028 961
Conduct of a Survey to Determine Why Blacks Do

Not Have Sufficient Enrollment in Vocational-Technical Programs in Community Colleges, Area Vocational-Technical Centers and Secondary Schools, and Development of Strategies for Increasing the Number of Students Enrolling in Vocational-Technical Programs.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Nov 80

Note—113p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Black Attitudes, *Blacks, Change Strategies, Demography, Enrollment, *Enrollment Influences, *Enrollment Trends, Influences, Literature Reviews, *Parent Attitudes, Participant Characteristics, Participant Satisfaction, Participation, Postsecondary Education, Racial Discrimination, Secondary Education, *Student Attitudes, Surveys, Two Year Colleges, *Vocational Education

Identifiers—*West Virginia

A project involving literature and demographic data reviews, survey development, survey administration, data analysis, and document preparation was conducted in West Virginia to determine why blacks do not have sufficient enrollments in vocational technical centers and secondary schools. Three separate multiple-choice questionnaires were developed and administered to secondary students (809), parents (315), and community college students (276) from selected schools throughout West Virginia. Counties and schools were selected according to black enrollment figures and location. Samples were selected from total populations using stratified, systematic random sampling procedures. While this was not a statewide survey, the task force was satisfied that adequate information was collected for use in making accurate decisions about black populations in vocational programs. Data revealed that while overt racial discrimination is not prevalent in West Virginia vocational education programs, some discriminatory practices may still be in operation. Both black and white respondents called for more and better information about vocational programs, and it was felt that more should be done to recruit blacks and other minorities. Lack of role models was also considered a problem. (Responses to the survey are presented without comment, and enrollment data and parent responses are appended.) (MN)

ED 201 855 CE 028 964
Froelich, Larry And Others

Food Marketing: Cashier-Checker. Teacher's Guide. Competency Based Curriculum.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jun 80

Note—62p.; Figures will not reproduce well due to light print. For a related document see CE 028 965.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Answer Keys, *Competency Based Education, *Distributive Education, Educational Equipment, *Food Stores, Interpersonal Competence, *Job Skills, Marketing, Mathematics, Postsecondary Education, *Retailing, Secondary Education, *Service Occupations, Teaching Guides, Transparencies.

Identifiers—Cashier Checker Training

This teacher's guide is designed to accompany the Competency Based Cashier-Checker Curriculum student materials—see note. Contents include a listing of reference materials, tool and equipment lists, copy of the table of contents for student competency sheets, teacher's suggestions, and answer keys for information sheets and exercises. Approximately one-half of the guide is comprised of transparency masters, which are provided for use at the teacher's discretion. (YLB)

ED 201 856

CE 028 965

Froelich, Larry And Others.

Food Marketing: Cashier-Checker. Student Material. Competency Based Curriculum.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jun 80

Note—209p.; For a related document see CE 028 964.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Check Lists, *Competency Based Education, *Distributive Education, Drills (Practice), *Food Stores, Interpersonal Competence, *Job Skills, Learning Activities, Marketing, Mathematics, Postsecondary Education, *Retailing, Secondary Education, *Service Occupations, Skills, Task Analysis.

Identifiers—Cashier Checker Training

This curriculum for food marketing (cashier-checking) is designed to provide entry-level employment skills. It is organized into 13 units which contain one to ten competencies. A student competency sheet provided for each competency is organized into this format: unit and competency number and name, learning steps, learning activities, and evaluation. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the units are (1) Basic Math Skills, (2) Interpersonal Skills, (3) Employment Skills, (4) Occupational Awareness, (5) Introduction to Retailing, (6) Introduction to Cash Register Mechanics, (7) Cash Register Key Identification, (8) Cash Register Operation, (9) Serving Customers, (10) Store Safety and Security, (11) Receiving and Stocking Merchandise, (12) Displaying Merchandise, and (13) Miscellaneous. A teacher's guide is available separately (see note). (YLB)

ED 201 857

CE 028 967

McCloy, Robert J.

Competency Based Curriculum for Real Estate Agent.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Sep 80

Note—452p.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Adult Education, Advertising, Competence, *Competency Based Education, Continuing Education, Course Content, Curriculum, Economics, Educational Objectives, Learning Activities, *Learning Modules, *Marketing, Postsecondary Education, Property Appraisal, *Real Estate, Real Estate Occupations, *Salesmanship.

Identifiers—West Virginia

This publication is a curriculum and teaching guide for preparing real estate agents in the state of West Virginia. The guide contains 30 units, or lessons. Each lesson is designed to cover three to five hours of instruction time. Competencies provided

for each lesson are stated in terms of what the student should be able to do as a result of the instruction. Each lesson plan is constructed in a T-form, which sets out the content of the course or the lesson on the left-hand side of the format with teaching references and recommendations to the instructor on how to present the material placed on the right side of the format. Printable handout sheets and illustrations are located at the end of the lesson to which they relate. Included with the lesson plan for each topic is a checkup quiz and an application commitment plan for students to indicate activities that he/she agrees to carry out. Each lesson is designed to be presented by an experienced, practicing real estate broker. Topics covered by the lessons in the course include orientation to real estate and legal considerations; residential construction and design considerations; residential appraising; real estate finance; overview of selling; preparing to list; prospecting for listings; obtaining listings; marketing and listing; preparing yourself for successful selling; qualifying the purchaser and the property; obtaining prospective purchasers; closing the sale; and sales and marketing roundtable. (KC)

ED 201 858

CE 028 969

Competency Based Education Curriculum for Data Processing.

Radio Corp. of America, Charleston, W. Va. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Mar 81

Note—160p.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Business Education, Check Lists, *Competency Based Education, *Computer Storage Devices, Curriculum Guides, *Data Processing, Data Processing Occupations, *Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Problem Sets, *Programming, *Programming Languages, Secondary Education, Task Analysis.

Identifiers—BASIC Programming Language, COBOL Programming Language, FORTRAN Programming Language.

This curriculum for data processing is organized into four learning modules. Each module is comprised of four to seven competencies. A student competency sheet provided for each competency is organized into this format: module and competency number and name, performance guide, learning activities, and an evaluation. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the modules include (1) Data Processing Fundamentals, (2) BASIC Programming, (3) COBOL Programming, and (4) FORTRAN Programming. (YLB)

ED 201 859

CE 028 970

Competency-Based Education Curriculum for Prevocational Health Exploration. Teacher's Guide.

Radio Corp. of America, Charleston, W. Va. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Mar 81

Note—59p.; For a related document see CE 028 971.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Allied Health Occupations, Career Education, *Career Exploration, Competence, *Competency Based Education, Course Content, Curriculum Guides, Dental Assistants, Dental Technicians, *Health Occupations, Learning Activities, *Learning Modules, *Medical Assistants, Medical Laboratory Assistants, Medical Vocabulary, Nurses Aides, Practical Nurses, *Prevocational Education, Secondary Education, Self Evaluation (Individuals), Surgical Technicians, Vocational Education.

Identifiers—Emergency Medical Technicians, West Virginia

This publication is the teacher's guide for the competency-based curriculum in prevocational health exploration for secondary students in West Virginia. After the introduction, which provides a rationale for competency-based instruction in the prevocational curriculum, the following sections are included in the guide: development and validation of competencies; functions of the development committee; program organization; resources; and the major section, implementation of curriculum. The curriculum consists of 31 competencies, organized into 10 modules. For each competency, the guide provides the following information, which is used in the student competency sheets provided in the publication, "Student Materials": competency; summary of learning activities; time involved; equipment needed; summary and/or answers to evaluation; and special notes and conditions. The 10 modules included in the prevocational health exploration curriculum are the following: emergency medical technician (EMT); surgical technician; medical laboratory technician; dental assistant; ward clerk; nurse's aide/orderly; respiratory therapist; licensed practical nurse (LPN); medical assistant; and dental laboratory technician. (KC)

ED 201 860

CE 028 971

Competency Based Education Curriculum for Prevocational Health Exploration. Student Material.

Radio Corp. of America, Charleston, W. Va. Education Services; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Mar 81

Note—273p.; For a related document see CE 028 970.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Allied Health Occupations, Career Education, *Career Exploration, Competence, *Competency Based Education, Course Content, Curriculum, Dental Assistants, Dental Technicians, *Health Occupations, Instructional Materials, Learning Activities, *Learning Modules, *Medical Assistants, Medical Laboratory Assistants, Medical Vocabulary, Nurses Aides, Practical Nurses, *Prevocational Education, Secondary Education, Self Evaluation (Individuals), Surgical Technicians, Vocational Education.

Identifiers—Emergency Medical Technicians, West Virginia

This publication contains the student materials for the competency-based curriculum in prevocational health exploration for secondary students in West Virginia. These student materials consist of a student competency sheet for each of the 31 competencies (arranged in 10 learning modules) of the curriculum. Each competency sheet states the competency, and contains learning objectives, learning activities, and a student evaluation. Included additionally are information about the 10 health occupations contained in the 10 modules, worksheets, and student self-evaluation of attitude for each competency. The 10 modules cover emergency medical technician; surgical technician; medical laboratory technician; dental assistant; ward clerk; nurse's aide/orderly; respiratory therapist; licensed practical nurse; medical assistant; and dental laboratory technician. (The materials are suitable for distribution to students, or may be used as part of the teacher's lesson plan.) (KC)

ED 201 861

CE 028 972

Competency-Based Education Curriculum for Machine Shop. Teacher's Guide.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Dec 80

Note—214p.; For a related document see CE 028 973.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Competence, *Competency Based Education, Course Content, Curriculum Guides, Equipment, *Learning Modules, *Machine Tool Operators, *Machine Tools, *Machinists, Numerical Control, Objective Tests, Secondary Education, *Trade and Industrial Education, Vocational Education

Identifiers—West Virginia

This teacher's guide is designed to accompany the machine shop competency-based education curriculum for secondary students in West Virginia. It has been developed to facilitate use of the curriculum by instructors of machine shop programs. The teacher's guide contains the following material: an explanation of the curriculum and suggested usage; a list of competencies, by job title; job sheets; suggested tests; and a list of references to accompany the curriculum. The appendices contain data and information on tasks currently performed and equipment used, as determined from a validation survey. There are also lists of additional tools and equipment used and tasks performed by respondents to the survey. The material is keyed to the 16 units of the student materials for the machine shop curriculum. Job titles covered by the competencies include machinist, electrical discharge machine set-up operator, numerical control machine operator, and machine shop supervisor (tool). (KC)

ED 201 862 CE 028 973

Competency-Based Education Curriculum for Machine Shop, Student Material.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Dec 80

Note—593p.; For a related document see CE 028 972.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Competence, *Competency Based Education, Course Content, Curriculum, Equipment, Instructional Materials, Learning Activities, *Learning Modules, *Machine Tool Operators, *Machine Tools, *Machinists, Numerical Control, Secondary Education, Self Evaluation (Individuals), *Trade and Industrial Education, Vocational Education

Identifiers—West Virginia

This publication contains the student material for the machine shop competency-based education curriculum for secondary students in West Virginia. It has been developed to facilitate the learning of skills necessary for a career as a machinist. The tasks in the curriculum are those actually performed on the job. The materials are intended for use by students and/or the instructor. The student material is made up of 16 units, divided into modules. Each module is made up of several tasks (job-related competencies). For each task there is a student competency sheet that requires performance of five or more steps in order to accomplish the task. Each student competency sheet contains a performance checklist, a "test"—items needed, task to be done, and standard (how well the task must be done)—and learning activities. Some student competency sheets have extra information sheets, a self-check test, or an instructor check sheet. Job titles covered by the tasks in the modules include machinist, electrical discharge machine set-up operator, numerical control machine operator, and machine shop supervisor (tool). (KC)

ED 201 863 CE 028 976

Meckley, Richard And Others

Teacher's Guide for Competency Based Core Curriculum for Health Occupations.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jul 80

Note—70p.; For a related document see CE 028 977.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Teacher (052) —

Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Answer Keys, Communication Skills, *Competency Based Education, Educational Equipment, Human Relations, *Interpersonal Competence, *Job Skills, Mastery Tests, *Medical Services, Postsecondary Education, Teaching Guides

This teacher's guide is intended to accompany the Competency Based Core Curriculum for Health Occupations student materials—see note. Contents include suggested tests and answer keys for student evaluation and a tool and equipment list. A comprehensive bibliography is organized into these topics: dental hygiene, medical laboratory technology, medical services, nursing, operating room technology, radiological technology, respiratory therapy, veterinarian assistant technology, and miscellaneous. (YLB)

ED 201 864 CE 028 977

Meckley, Richard And Others

Post Secondary School Competency Based Core Curriculum for Health Occupations, Student Material.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jul 80

Note—169p.; For a related document see CE 028 976.

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Check Lists, Communication Skills, *Competency Based Education, Core Curriculum, Curriculum Guides, Drills (Practice), Human Relations, *Interpersonal Competence, *Job Skills, Learning Activities, *Medical Services, Postsecondary Education, Task Analysis

This postsecondary core curriculum for health occupations provides students with curriculum guides for developing competencies common to all postsecondary programs. It is organized into ten learning units which contain two to seven competencies. Each competency is presented in a format providing this information: unit competency number and name, learning checklists, learning activities, and evaluative standards. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the units include (1) Basic Communication Skills; (2) Interpersonal Skills; (3) Employment; (4) Human Relations; (5) Charting, Reporting, and Recording; (6) Maintaining a Clean, Safe Environment; (7) Caring for Personal Needs of Patients; (8) Assisting with Treatments and Procedures; (9) Medical and Surgical Asepsis; and (10) Administering Emergency Care. A teacher's guide is available separately (see note). (YLB)

ED 201 865 CE 028 981

Reneau, Fred

Pesticide Use and Water Quality.

Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Spons Agency—Illinois Inst. of Natural Resources, Chicago.

Pub Date—Jan 81

Note—58p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accident Prevention, *Agricultural Safety, *Conservation (Environment), Ecology, *Environmental Education, Environmental Standards, Federal Regulation, Health, *Legislation, *Pesticides, Poisoning, Quality Control, Safety, Safety Equipment, Waste Disposal, Water Pollution, *Water Resources

Identifiers—*Water Quality, Water Quality Management

This publication describes in nontechnical language the problem of pesticide use and how it affects water quality. It provides information on laws affecting pesticide use and the reasons for them, as well as giving directions for the proper use of pesticides. The booklet is divided into five chapters, each of which concludes with a list of study questions

(answers at back of book). Chapter 1 introduces the problem of pesticide use and water quality. Chapters 2 and 3 describe the types of pesticides available, their uses, their toxicity and hazards, and safety precautions. Chapter 4 takes up the subject of pesticides and the environment, and suggests methods of pesticide storage and disposal. The final chapter describes an integrated approach to pest management practices—control by cultural, biological, and chemical methods. A reference section is included in the publication. (KC)

ED 201 866 CE 028 983

Alternative Procedures for the Identification of Programs, Services and Activities for Providing Vocational Education to Special Populations. Deliverable F.

Conserva, Inc., Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Bureau No.—498AH80021

Pub Date—Jun 80

Contract—300-78-0586

Note—73p.; For related documents see CE 028 985-986.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bids, *Delivery Systems, Disabilities, Disadvantaged, Females, *Identification, Literature Reviews, Needs Assessment, Postsecondary Education, Program Proposals, *Responsibility, Secondary Education, *Special Programs, *Statewide Planning, Surveys, *Vocational Education Identifiers—Delphi Technique, Nominal Group Technique

This document presents alternative procedures that states can use to identify programs, services, and activities to achieve objectives for delivering vocational education to special populations. (This is the fifth component to the Management Evaluation Review for Quality planning model, which has two key activities: identification and comparison of programs, services, and activities; and allocation of responsibility for their provision.) Chapter 1 describes four alternative planning procedures: survey techniques, Delphi technique, literature search, and nominal group technique. Each description contains three major sections: overview of procedure, key considerations in its use, and implementation steps. Example modifications of the procedure and sources of additional information are presented as applicable. Chapter 2 presents two alternative methods for allocating responsibility (the second key activity): competitive bids and allocation based on distribution of need. Each description is organized into the same three major sections as were the descriptions in chapter 1. (YLB)

ED 201 867 CE 028 985

Spetz, Sally H. And Others

State Planning for the Delivery of Vocational Education to Special Populations. Final Report.

Conserva, Inc., Raleigh, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—489AH80021

Pub Date—Jun 80

Contract—300-78-0586

Note—113p.; For related documents see ED 187 884, CE 028 983, and CE 028 986.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Delivery Systems, *Disabilities, *Disadvantaged, Evaluation, Females, Identification, Information Dissemination, Models, Postsecondary Education, Program Implementation, Secondary Education, *Special Programs, *Statewide Planning, Technical Assistance, *Vocational Education, Workshops

A project developed a system to assist states in planning vocational education services to meet the needs of special populations. It had three goals: (1) design and develop a comprehensive planning system for states to select strategies for planning the delivery of vocational education services, (2) train state personnel for system implementation, and (3) provide for continued United States Office of Education assistance to state planning efforts. The Vocational Education for Special Populations (E.S.P.) Planning System was designed to parallel the conceptual model of planning described by the Management Evaluation Review for Quality. Development of the system involved special population procedure identification, assessment of state of the art, deve-

lopment of preliminary system documentation, and field test of the E.S.P. program. The system was disseminated through three regional workshops. Other activities included a follow-up evaluation, preparation of guidelines for technical assistance, and development of final supportive materials. Major products were a two-volume state-of-the-art report, the Vocational E.S.P. Planning System, E.S.P. sound filmstrip, and report containing the guidelines. (Appendixes, amounting to approximately one-half of the report, include field test materials and workshop information packet and handouts.) (YLB)

ED 201 868 CE 028 986

Accessibility to Vocational Education Programs and Facilities for Handicapped Persons, Attachment B, Interim Products.

System Sciences, Inc., Chapel Hill, N.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.—498AH0005

Pub Date—Apr 79

Contract—300-78-0592

Note—245p. For related documents see CE 028 983, CE 028 985, and ED 197 210-217.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Accessibility (for Disabled), Cost Effectiveness, Cost Estimates, *Disabilities, Educational Facilities Planning, *Educational Planning, *Federal Legislation, Group Activities, Guidelines, Literature Reviews, Physical Mobility, Program Development, *Resource Allocation, State of the Art Reviews, Structural Elements (Construction), *Vocational Education

This document contains the four state-of-the-art papers that serve as planning materials for construction of the planning guide for the project. Accessibility to Vocational Education Programs and Facilities for Handicapped Persons. The first paper suggests techniques by which school administrators can identify barriers to vocational education programs faced by handicapped persons. Sixteen techniques are described and their strengths and weaknesses discussed. The second paper identifies and describes group techniques for generating strategies to overcome barriers to vocational education for the handicapped. Five techniques are described in detail and their strengths and weaknesses considered. The third paper identifies procedures for use in estimating costs and allocating resources within the context of the legal and policy directives of the Vocational Education Amendments, Section 504 of the Rehabilitation Act, and P. L. 94-142. Primary focus is on costing and resource allocation to remove barriers to program accessibility. The fourth paper identifies and discusses federal guideline documents available to local school administrators in addressing accessibility. (YLB)

ED 201 869 CE 028 988

Goggans, E. Patricia Lawrence, Dorothy Equality in Vocational Programs, Administrative Reference.

Colorado State Board for Community Colleges and Occupational Education, Denver, Div. of Occupational Education.

Pub Date—[80]

Note—164p. Some pages will not reproduce well due to small print. For related documents see CE 028 989-990.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Access to Education, Affirmative Action, Background, Bibliographies, Educational Legislation, Employed Women, Employment Opportunities, *Equal Education, Females, Males, Nontraditional Occupations, *Policy Formation, Program Design, Program Development, School Administration, School Districts, *School Policy, Secondary Education, *Sex Bias, *Sex Fairness, Sex Role, Sex Stereotypes, Student Recruitment, Teacher Recruitment, Two Year Colleges, *Vocational Education

Identifiers—*Colorado, Office for Civil Rights, Title IX Education Amendments 1972, Vocational Education Amendments 1976

This document is one of three publications designed to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational education programs in Colorado. As an administrative reference, it pro-

vides background material about the problem and a plan of action for correcting it for school and school district administrators. The ten sections of the report cover the following topics: definitions; a rationale for sex equity; legislative overview, including provisions of Title II Education Amendments 1976 and Title IX Education Amendments 1972, Public Law 94-482, Office of Civil Rights-Federal Register March 21, 1979, and a quota system approved by a court; underuse of males and females in vocational education throughout Colorado; policies, goals, and objectives; action planning; tools for assessment; developing staff/student recruitment plans; resource lists (bibliographies); and references. (KC)

ED 201 870 CE 028 989

Goggans, E. Patricia Lawrence, Dorothy Equality in Vocational Programs, General Reference.

Colorado State Board for Community Colleges and Occupational Education, Denver, Div. of Occupational Education.

Pub Date—[80]

Note—95p. Some pages will not reproduce well due to small or light print. For related documents see CE 028 988-990.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Affirmative Action, Definitions, Employed Women, Employment Opportunities, Equal Education, Females, Legislation, Males, Nontraditional Occupations, *Policy Formation, Program Implementation, Secondary Education, *Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, Statistical Data, Teacher Role, Two Year Colleges, *Vocational Education

Identifiers—*Colorado
This document is one of three publications designed to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational education programs in Colorado. Intended as a general reference, it provides background information about the problem and supplies a rationale for the institution of sex-fair programs. Topics covered include what sex equity is—the educator's role; legislation; national/state data on employment and earnings; definitions; sex equity policies and procedures; sex equity mission statements and goals; and statistics on vocational education students and staff by sex. (KC)

ED 201 871 CE 028 990

Goggans, E. Patricia Teacher Handbook, Equality in Vocational Programs, Counselor/Occupational Education.

Colorado State Board for Community Colleges and Occupational Education, Denver, Div. of Occupational Education.

Pub Date—[80]

Note—206p. For related document see CE 028 988-989.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Access to Education, Affirmative Action, Background, Bibliographies, *Career Choice, Career Education, *Career Guidance, Educational Legislation, Employed Women, Employment Opportunities, Equal Education, Females, Inservice Teacher Education, Males, Nontraditional Occupations, Perception, Policy Formation, Secondary Education, *Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, Student Recruitment, Two Year Colleges, *Vocational Education

Identifiers—*Colorado, Consciousness Raising

This document is one of three publications designed to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational education programs in Colorado. A Counselor/Teacher Handbook, it provides information about the problem for teachers, and both theoretical and practical aids for eliminating sex bias in the classroom. It focuses on awareness of sex fairness, for both the teacher and the students. Some materials can be used with students directly, and some are for teacher information. Topics covered in the eleven sections of the handbook include the following: background of sex equity; awareness assessment—sex roles; expanding awareness of sex fairness; sex equality consciousness-raising; life planning, career and occupational choices; recruiting students for nontraditional occupations;

sex equity in vocational education programs; sex equity inservice education; guidelines for reviewing printed materials for sexism; self-evaluations—sex equity; and bibliographies on strategies to achieve sex equity for counselors, sex fair materials, and research on sex bias in the schools, in educational materials, and in counseling. (KC)

ED 201 872

CE 028 993

Mariscano, Hazel E.

First Year Results of Research in the Kennedy Children's Room and Family Center Program: Kennedy Center Federal Correctional Institution, Morgantown, West Virginia.

Pub Date—Mar 81

Note—11p. Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 13, 1981).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Correctional Education, *Correctional Rehabilitation, Family Involvement, *Family Life Education, Family Relationship, *Inservice Education, Models, *Parent Child Relationship, Parent Participation, Parent Role, Postsecondary Education, Preschool Education, Prisoners, *Program Design, Program Development

Identifiers—*Kennedy Center Federal Correctional Institution WV

The Kennedy Children's Room and Family Center Program was developed by the joint endeavors of faculty from West Virginia University and personnel at the Kennedy Center Federal Correctional Institution, Morgantown, West Virginia. Goals are (1) to develop and implement a model training program which focuses on fostering and enhancing effective family and parenting skills for inmates, spouses, and children in order to make the transition from incarceration to the home and family a smoother one; and (2) to disseminate information about the training program and to provide demonstrations of the model for other federal correctional institutions with similar populations. The program consists of two components: the "Children's Room" and the inservice training sessions. The Children's Room program is educational in nature, resembling any quality early childhood program with parent involvement in all aspects. The training sessions are available to three distinct groups of inmates identified by a needs assessment. Feedback thus far is positive, indicating that inmates and their families have been successful in identification and application of knowledge and skills related to positive family interactions and effective parenting skills. The model is being refined and further developed for dissemination. (Author)

ED 201 873

CE 029 001

Dale, Dorothy Klitzke, Elizabeth

The Third Annual Composite Evaluation Report for Secondary Vocational Education in Wisconsin, 1979-80.

Wisconsin Univ., Stout, Menomonie, Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison, Bureau of Vocational and Career Education.

Pub Date—81

Grant—0-5189/E084

Note—97p. For related documents see CE 029 002-004.

Available from—Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 226 Applied Arts Bldg., Menomonie, WI 54751 (\$3.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Disabilities, Disadvantaged, Employer Attitudes, Graduate Surveys, Participant Satisfaction, *Program Effectiveness, Program Evaluation, *School Districts, *Secondary Education, *Self Evaluation (Groups), Student Attitudes, Student Evaluation, Student Organizations, Teacher Attitudes, *Vocational Education

Identifiers—Wisconsin

Prepared to aid decision makers at local, state, and national levels in planning and assessing vocational education in Wisconsin, this composite report presents data from the first phase of the evaluation system of secondary vocational education—the Self Evaluation Phase. Chapter 1 overviews the evalua-

tion activities and the remainder of this report. Chapter 2 includes only selected data from each of six self-evaluation activities conducted by local education agencies: followup of graduates, employer followup, student assessment, vocational staff assessment, advisory committee assessment, and assessment of staff dealing with special needs students in vocational programs. Chapter 3 has isolated data about each vocational discipline from the mass of composite data. Data are presented about four outcome measures of 1- and 3-year graduates: job relatedness, training satisfaction, postsecondary training, and hourly wage—and three outcome measures of in-school membership in vocational student organizations: training satisfaction, occupational awareness, and post-high school plans. Outcome measures are shown first in chart form, followed by a brief narrative highlighting selected findings. Chapter 4 draws conclusions about five selected outcome measures of a secondary vocational program: job relatedness, training satisfaction, postsecondary training, wages, and in-school vocational student organizations. (YLB)

ED 201 874 CE 029 002

Dale, Dorothy Klitzke, Elizabeth

Team Visitation Guidelines for Wisconsin Secondary Vocational Programs. Revised.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau of Vocational and Career Education.

Pub Date—Jul 80

Grant—0-5189/E084

Note—107p.; For related documents see CE 029 001-004.

Available from—Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 226 Applied Arts Bldg., Menomonie, WI 54751 (\$3.50).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Evaluation Methods, Guidelines, Leaders, Measurement Techniques, *Observation, Personnel Selection, Program Effectiveness, *Program Evaluation, Responsibility, School Districts, *Secondary Education, *Vocational Education

Identifiers—*Evaluation Teams, *Site Visits, Wisconsin

These guidelines outline the role of the visiting team members and the team leader and familiarize the team with details necessary to conduct a comprehensive external evaluation of Wisconsin secondary vocational programs. First, the three goals of the on-site evaluation are outlined. A discussion of the team selection and team members' functions and role follows. Preparation for the on-site visitation is addressed, and the visiting team report is explained and a format provided. A section on guidelines for the team leader details communication activities and organizational duties to be performed prior to arrival at the local school. Responsibilities of school personnel are also spelled out. Appendixes, amounting to approximately one-fourth of the publication, contain sample reports and forms. A Team Member Handbook for Use During On-Site Evaluation is then provided. It covers principles of interviewing and evaluation of (1) program phases (needs assessment, goal and planning, implementation, product, and evaluation) and (2) the vocational discipline areas. (YLB)

ED 201 875 CE 029 003

Dale, Dorothy Klitzke, Elizabeth

Self Evaluation Manual for Wisconsin Secondary Vocational Programs. Revised.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau of Vocational and Career Education.

Pub Date—Jul 80

Grant—0-5189/E084

Note—115p.; For related documents see CE 029 001-004.

Available from—Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 226 Applied Arts Bldg., Menomonie, WI 54751 (\$3.50).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Evaluation Methods, Followup Studies, Measurement Techniques, Observation, *Program Evaluation, *Reports, School Districts, *Secondary Education, *Self Evaluation (Groups), Technical Writing, *Vocational Education

Identifiers—Site Visits, Wisconsin

This manual provides the procedures and instrumentation through which vocational education program personnel may critically assess the value and effectiveness of their program. The first section addresses preparing for the self-evaluation, including commitment, committees, and timetable. Conducting the self-evaluation is the focus of the next section. Use of questionnaire/forms provided in this section and in the appendix is considered. Also discussed are school district profile, vocational program profile, data display in working table format, data analyses, and conclusions, which are chapters 1-5 of the Self Evaluation Report. Guidelines for conducting a followup survey and instructions for the Self Evaluation Report follow. A final section concerns preparation for the visiting team and on-site visitation, which is the second step of the program evaluation. Appendixes, amounting to approximately three-fourths of the manual, include these forms: (1) working table shells for graduate followup survey, employer followup surveys, student forms, vocational staff form, advisory committee opinionnaire, and services to special needs students; (2) publication table shells; and (3) sample forms for on-site visit. (YLB)

ED 201 876 CE 029 004

Dale, Dorothy Klitzke, Elizabeth

Mini-Visit Guidelines and Rating Scale in Wisconsin Secondary Vocational Programs. Revised.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau of Vocational and Career Education.

Pub Date—Jul 80

Grant—0-5189/E084

Note—124p.; For related documents see CE 029 001-003.

Available from—Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 226 Applied Arts Bldg., Menomonie, WI 54751 (\$3.50).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Evaluation Methods, Guidelines, Measurement Techniques, *Observation, Personnel Selection, Program Effectiveness, *Program Evaluation, Responsibility, School Districts, *Secondary Education, *Vocational Education

Identifiers—*Evaluation Teams, *Site Visits, Wisconsin

These guidelines outline the role of the visiting team members and familiarize them with those details necessary to conduct a condensed external evaluation of Wisconsin secondary vocational programs. (Such condensed evaluations are conducted when a full team visitation is not appropriate.) First, the three goals of the on-site evaluation are outlined. A discussion of the team selection and team members' functions and role follows. Preparation for the on-site mini-visit is then addressed, and the visiting team report is explained and format provided. A section on guidelines for mini-visit team members details advance preparation, pre-visitation evening tasks, and on-site visitation activities. Host school preparations by school personnel are also spelled out. A Team Member Handbook for Use During On-Site Evaluation is provided. It contains forms for evaluating (1) program phases (needs assessment, goals and planning, implementation, product, and evaluation) and (2) the vocational discipline areas. Appendixes, amounting to approximately one-third of the publication, contain sample reports and forms. (YLB)

ED 201 877 CE 029 008

Coogan, Mark, Ed.

Youth Employment and Training Programs in Indiana, 1980-1981. Project Abstracts. Information Series No. 13.

Indiana Univ., Bloomington. Dept. of Vocational and Technical Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—81

Note—80p.

Available from—Vocational Education Services, Indiana University, 840 State Road 46 Bypass, Room 111, Bloomington, IN 47405 (\$2.00 prepaid; single copies free to Indiana residents).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Adolescents, Career Development, Credits, Dropouts, *Economically Disadvantaged, Education Work Relationship, *Employment Programs, Federal Legislation, Federal Programs, Job Placement, *Job Training, Program Descriptions, *State Programs, Unemployment, Work Experience, Young Adults, *Youth Employment, *Youth Programs

Identifiers—Indiana, *Indiana Youth Employment Training Programs, Youth Employment and Demonstration Projects Act

This report abstracts and summarizes 19 Indiana Youth Employment and Training Programs (YETPs) funded in FY 1979-80 with moneys allocated by Subpart A, Title IV YETP of the Youth Employment and Demonstration Project Act of 1977. Projects are grouped into subject categories of ongoing and planning projects. Within categories, the projects are ordered numerically. Each abstract contains the project number, agency funded, funding period, project counties, number of clients served, participating local education agencies, and person to contact for updated information. It also includes an overview and provides information on career information, guidance and job-seeking skills training; academic credit; private and public sector employment; employment and training opportunities; and supportive services. Additional information examines each program's uniqueness as well as its involvement with existing services. Four separate indexes list (1) agencies funded, (2) counties in which projects are based, (3) participating local education agencies, and (4) project numbers. (Author/YLB)

ED 201 878 CE 029 011

Pershing, James A. Schwandt, Thomas A.

A Schema for Recruiting and Selecting Secondary Vocational Education Students. Project Monograph.

Indiana Univ., Bloomington. Dept. of Vocational and Technical Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—80

Note—75p.; For a related document see CE 029 012.

Available from—Vocational Education Services, Indiana University, 840 State Road 46 Bypass, Room 111, Bloomington, IN 47405 (\$2.00 prepaid).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Admission Criteria, *Diagnostic Tests, Educational Planning, *Models, Postsecondary Education, Program Development, School Districts, *Screening Tests, Secondary Education, State Programs, Student Evaluation, *Student Recruitment, Test Selection, Vocational Aptitude, *Vocational Education

Identifiers—Vocational Evaluation

Designed as a guide for state- and local-level vocational education program administrators, this monograph presents a schema for recruiting and selecting students for secondary vocational education programs. It also describes noteworthy recruitment and selection strategies and techniques suitable for adaptation in local schools. Section 1 is an introduction. In the second section the five phases of the largely theoretical schema are described. These processes are planning, recruitment, selection, instruction, and evaluation (post-school student activities). Section 3 examines recruitment and selection strategies and techniques and extends the discussion of the rationale for these two activities begun in the previous section. Annotations of three handbooks/manuals directly addressing recruitment of students for vocational education programs are provided, and some documented recruitment strategies and methods are highlighted. Critical issues in the design of a selection strategy are discussed, including roles of vocational appraisal and choosing appropriate selection instruments and method. A listing is appended of test instruments accompanied by author(s) and/or publisher and summary of content/usability. Six categories of instruments are provided: Achievement Batteries,

Aptitude Measures, Measures of Career Development/Planning, Interest Inventories, Personality Measures, and Miscellaneous. (YLB)

ED 201 879 CE 029 012

Pershing, James A. Schwandt, Thomas A.
Vocational Education Student Recruitment and Selection Practices in Indiana: Methodology and Findings. Final Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—80

Note—122p.; Appendixes will not reproduce well due to small, light print. For a related document see CE 028 011.

Available from—Vocational Education Services, Indiana University, 840 State Road 46 Bypass, Room 111, Bloomington, IN 47405 (\$3.00 prepaid).

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Admission Criteria, Colleges, Educational Planning, Literature Reviews, *Models, National Surveys, Planning, Postsecondary Education, Program Design, *Program Development, Regional Schools, Secondary Education, State Programs, *State Surveys, Statewide Planning, Student Evaluation, *Student Recruitment, *Vocational Education, Vocational Schools

Identifiers—*Indiana

An Indiana project was designed to secure information necessary for defining and integrating components of an exemplary system for vocational education student recruitment and selection. The exploratory phase of the study involved an investigation of the definitions and processes of vocational education student recruitment and selection. It included literature reviews, an experience survey of vocational counselors and advisors in Indiana's secondary and postsecondary schools, and a survey and analysis of exemplary state practices. The descriptive phase of the study addressed prevailing practices and opinions concerning vocational education student recruitment and selection in Indiana. A mail survey instrument was administered to all of Indiana's area vocational technical schools and the thirteen regional campuses of the Indiana Vocational Technical College System. Data from the two phases, combined with information from literature reviews, were incorporated in the design and development of a schema for recruitment and selection of vocational education students. (This schema is presented in a companion document—see note.) (The mail survey instruments are appended.) (YLB)

ED 201 880

CE 029 013

Arthur, Patricia, Ed.

Resources in Vocational Education. Volume 13, Annual Index, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—193p.

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Education, *Citation Indexes, Citations (References), *Educational Research, *Instructional Materials, Reference Materials, *Research Projects, *Technical Education, *Vocational Education

This volume cumulates the indexes that appear in the six bimonthly issues of "Resources in Vocational Education," volume 13, numbers 1 through 6, 1980. The cumulation is intended to be a companion volume to the individual issues of "Resources in Vocational Education," which contain the complete resumes of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. Three indexes are provided: subject, author, and institution. Each entry lists the title of the document and the ED (ERIC Document) number of the complete resume as it appears in the particular issue of "Resources in Vocational Education." Instructions for ordering individual documents are included at the back of this volume. (Editor/CT)

ED 201 881

CE 029 014

Arthur, Patricia, Ed.

Resources in Vocational Education. Volume 13, Number 2, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—196p.

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Career Education, Citation Indexes, *Curriculum Development, Educational Research, Federal Programs, *Instructional Materials, Program Descriptions, Reference Materials, *Research Projects, State Programs, *Technical Education, *Vocational Education

Identifiers—Vocational Education Amendments 1976

This compilation of approximately 100 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 80 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The Education Commission of the States is profiled. (CT)

ED 201 882

CE 029 015

Arthur, Patricia, Ed.

Resources in Vocational Education. Volume 13, Number 3, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—189p.

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Career Education, *Curriculum Development, Educational Research, Federal Programs, *Instructional Materials, Program Descriptions, Reference Materials, *Research Projects, Serials, State Programs, *Technical Education, *Vocational Education

Identifiers—Vocational Education Amendments 1976

This compilation of approximately 300 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the content of the document,

and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 100 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The Energy and Education Action Center is profiled. (CT)

ED 201 883

CE 029 016

Arthur, Patricia, Ed.

Resources in Vocational Education. Volume 13, Number 4, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—102p.

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Career Education, Citation Indexes, *Curriculum Development, Educational Research, Federal Programs, *Instructional Materials, Program Descriptions, Reference Materials, *Research Projects, State Programs, *Technical Education, *Vocational Education

Identifiers—Vocational Education Amendments 1976

This compilation of approximately 100 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 65 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The National Technical Information Service is profiled. (CT)

ED 201 884

CE 029 017

Arthur, Patricia, Ed.

Resources in Vocational Education. Volume 13, Number 5, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—102p.

30 Document Resumes

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Career Education, *Curriculum Development, *Educational Research, Federal Programs, *Instructional Materials, Program Descriptions, Reference Materials, *Research Projects, Serials, State Programs, *Technical Education, *Vocational Education

Identifiers—Vocational Education Amendments 1976

This compilation of approximately 100 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the content of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 100 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follows. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The ERIC Clearinghouse on Adult, Career, and Vocational Education is profiled. (CT)

ED 201 885 CE 029 020

Bond, Jean, Comp.

Administrator's Guide: Sex Equity in Vocational Education.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education; Mississippi State Univ., Mississippi State. Coll. of Education.

Pub Date—Oct 80

Note—67p.; For a related document see CE 029 021.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, *Educational Legislation, *Educational Planning, Federal Legislation, Postsecondary Education, *Program Design, *Program Evaluation, Secondary Education, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Statewide Planning, *Vocational Education

Identifiers—Mississippi, Title IX Education Amendments 1972, Vocational Education Amendments 1976

Intended to assist local administrators in achieving sex fairness in vocational education programs, this guide provides an overview of legislation and issues and offers some suggestions for evaluation and action. Unit 1 gives a description of the legislation addressing vocational education and the problem of sex stereotyping. Unit 2 deals with assessing progress made within the school in the areas of Title IX and Title II. The development of a plan of action is described in unit 3. Responsibilities and activities are also discussed for these stages of the plan development process: select and organize plan development team, review and develop policies and procedures, plan and develop leadership activities, plan and develop student activities, designate Title IX Compliance Officer and Accountability Report Developer, apply for special grants, review plan (advisory council), approve plan, implement plan, and evaluate. Appendixes, amounting to approximately one-half of the guide, include sample plans for secondary and postsecondary schools, application form and format for proposal for special grants, application requirements, sex equity resources, and criteria for measuring progress toward equity. (YLB)

ED 201 886

Bond, Jean, Comp.

"You Can Be More": A Module to Help Students Understand Sex Equity.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.

Pub Date—Jan 80

Note—150p.; For a related document see CE 029 020.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Choice, *Careers, Civil Rights, *Educational Legislation, Employment Opportunities, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Guidelines, Learning Activities, Learning Modules, Nontraditional Education, *Nontraditional Occupations, Objectives, Secondary Education, *Sex Fairness, Sex Role, Sex Stereotypes, *Student Rights, Vocational Education

Identifiers—Mississippi, Title IX Education Amendments 1972, Vocational Education Amendments 1976

Addressed to teachers for use with students, this module contains material developed to encourage high school students to explore nontraditional education courses and become familiar with legal rights in schools and work. Preliminary materials include guidelines for effectively teaching about sex stereotyping, checklists, and list of definitions. Designed for use as part of the regular school class period or in a longer workshop setting, the four units are activity-oriented and can be used as special, separate activities or as a total unit plan. Each unit begins with a listing of objectives and a brief introduction and may contain informative material: material/ideas for bulletin boards and posters; activities detailing purpose, materials, and procedure; and worksheets/tests. The units deal with (1) overview of sex role stereotyping and the effects; (2) student's legal rights as created by legislation, specifically Title IX and Title II; (3) information about the world of work, career options, and nontraditional careers; and (4) preparation for career opportunities and the pursuit of nontraditional employment. Appendixes contain test answers, optional activities, and listings of resources and references. (YLB)

ED 201 887

Crousens, Willa Vee, Ed.

A Guide for Vocational Teachers of Intensive Business Training in Mississippi.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.

Pub Date—Apr 80

Note—124p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, Business Communication, Business Education, *Business Skills, Calculators, Career Education, Competency Based Education, Curriculum Guides, Data Processing, Employment Potential, Filing, Graphic Arts, High Schools, *Human Relations, Job Search Methods, Job Skills, Learning Activities, *Minimum Competencies, *Office Occupations Education, *Office Practice, Orientation, Recordkeeping, Reprography, Secondary Education, Student Evaluation, Typewriting, Units of Study

Identifiers—*Intensive Business Training, Mississippi, Word Processing

This curriculum guide contains 12 units covering topics that could become a part of a program of study for high school Intensive Business Training. It utilizes a competency-based format and a curriculum that provides for proficiency testing which leads to minimum competencies in the field of office education. Each unit is organized according to the following format: rationale, minimum competencies needed for job entry, course content, student activities, suggested evaluation, and listing of references and resources. These units are provided: Basic Communications, Calculating Machines, Clerical Recordkeeping, Data Processing, Filing, Graphic Arts, Human Relations, Job Orientation, Office Simulation, Office Typewriting, Reprographics, and Word Processing. Appendixes include (1) suggested supply lists, (2) ideas for implementing career education in business and office programs, (3) legislation affecting business and office education, (4) resource

CE 029 021

list, (5) intensive business training evaluative criteria for Mississippi programs, (6) tips for teaching business and office classes, (7) suggestions for teaching the handicapped, and (8) these sample forms, formats, and activities: integrated project, student profile, progress chart, rotation plan, checklist, job sheet, and module. (YLB)

ED 201 888

Hallak, Jacques And Others

Education, Work, and Employment, Volume I—Education, Training and Access to the Labour Market.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1083-6

Pub Date—80

Note—321p.

Available from—UNIPUB, 345 Park Ave. South, New York, NY 10010 (\$17.00).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Adults, Developing Nations, *Educational Planning, *Education Work Relationship, Employer Employee Relationship, Employment Patterns, *Employment Practices, Foreign Countries, Government Employees, Human Resources, Industry, *Personnel Policy, Personnel Selection, Promotion (Occupational), *Recruitment, Salary Wage Differentials, School Business Relationship, School Role, Teachers, Vocational Education

Identifiers—France, Indonesia, Kenya, Panama

This volume contains four studies covering various approaches and having different scopes for studying the problem of access to jobs and the role of education and training as criteria for recruitment. The first study, on the metropolitan area of Panama, covers all sectors of activity. It is based on a questionnaire administered to 80 companies to survey employers' personnel policy. The second study, on the two cities of Jakarta and Padang in Indonesia, covers four sectors of activity (hotels, construction, trade, and textiles). It is similar in other respects to the first study and deals with the same questions. Focusing mainly on the public sector in Kenya, the third study is an exploitation of existing statistical files (especially on the teaching profession and some specific occupations in the civil service). It discusses the issues of the rationale behind the changes in education and career patterns. The fourth study, on the Department of the Bouches du Rhone in the south of France, consists of a survey of six firms and some training institutions to demonstrate the complexity of interactions between the education system and the world of work. (YLB)

ED 201 889

Carnoy, Martin And Others

Education, Work and Employment—Volume II. Segmented Labour Markets, Workplace Democracy and Educational Planning, Education and Self-Employment.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—80

Note—284p.; For a related document, see CE 029 035.

Available from—UNIPUB, 345 Park Ave. South, New York, NY 10010 (\$17.00).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Adults, Democracy, *Educational Planning, *Education Work Relationship, *Employees, Foreign Countries, Human Relations, *Labor Market, Participation, *School Business Relationship, Vocational Education

Identifiers—Africa, Brazil, Cameroon, Mexico, Peru, *Self Employment, Singapore, United States, *Workplace Democracy

This volume contains three studies covering separate yet complementary aspects of the problem of the relationships between the educational system and the production system as manpower user. The first monograph on the theories of the markets seeks to answer two questions: what can be learned from the work done on the segmentation of the labor market? and Is clear-cut empirical evidence available to judge the validity of this theory? A critical presentation of various models of labor markets is followed by an examination of the implications for policy-making of the findings of studies in the

United States, Singapore, Brazil, Peru, Mexico, and Cameroon. The second contribution focuses on a recent change in some industrialized countries—greater democracy and worker participation in the workplace—and tries to trace its implications for the educational system and educational planning. The third contribution addresses the issue of self-employment. Some of the most recent developments in the area of education for self-employment are reviewed: school vocationalization in Rwanda, Liberia, Kenya, Zambia; formalization of village technology—school as production units in Guinea and Tanzania; diversification of schools; and education for youth and the community. (YLB)

ED 201 890 CE 029 040

Marketing and Distributive Education Curriculum Guide.

Michigan State Univ., East Lansing, Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Board of Education, Lansing; Michigan State Dept. of Education, Lansing, Div. of Vocational Education.

Pub Date—[80]

Grant—33B9-9151

Note—299p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Advertising, Business Administration, Communications, *Competency Based Education, Course Content, Curriculum Guides, Display Aids, *Distributive Education, Economics, *Employment Potential, Human Relations, *Job Skills, Learning Activities, *Marketing, Mathematics, Merchandising, Personnel Management, Salesmanship, Secondary Education Identifiers—Interstate Distributive Education Consortium

This research-based curriculum guide for a secondary marketing and distributive education program covers 12 institutional areas. They are advertising, communications, display, human relations, management, mathematics, merchandising, operations, product/service technology, sales, economics of marketing, and employability skills. A content outline is followed by 12 sections, each devoted to one of the instructional areas/duties, in which are contained task statements, achievement indicators, criteria, and related IDECC (Interstate Distributive Education Consortium) competencies. Student achievement records in the next section include a form for recording student skill performance, suggested school year training plan, and class achievement record. A suggested cooperative education student training agreement is then provided. Another section includes several suggestions for a school store. The final section contains learning activities related to the tasks under the various instructional areas/duties. The resources needed are indicated. (YLB)

ED 201 891 CE 029 045

Fitch, Sandra F.

A Health Care Planner: Teaching Low-Income Consumers about Health Care Alternatives.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

Spons Agency—Virginia State Dept. of Welfare, Richmond.

Pub Date—Jun 81

Note—61p.; For related documents see CE 028 469-474 and CE 029 046-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Consumer Education, Drug Education, Family Health, *Health Education, Health Insurance, Health Needs, *Health Services, *Low Income Groups, Medical Care Evaluation, *Medical Services, *Medicine, Nursing Homes, Physician Patient Relationship, Social Agencies, Teaching Methods Identifiers—Medicare

This module, one of six on teaching consumer matters to low-income groups, focuses on health care alternatives. It provides helpers of low-income people in Virginia with a composite of information in the areas of traditional health care, alternatives to the traditional methods, insurance, medications, and fraudulent practices. At the end of each unit, tools for teaching and teaching techniques which can be utilized to convey this information to clients are included. Appended materials include information about nursing homes, social service agencies, Medicare, and questions to ask the doctor. (CT)

ED 201 892 CE 029 046

Shurtz, Mary Ann LeFlore, Ann Becker

An Insurance Planner. Teaching Low-Income Consumers about Insurance.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

Spons Agency—Virginia State Dept. of Welfare, Richmond.

Pub Date—Jun 80

Note—58p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Consumer Education, Decision Making, *Health Insurance, *Insurance, *Low Income Groups, *Money Management, Teaching Methods Identifiers—*Automobile Insurance, *Tenants Insurance

This module, one of six on teaching consumer matters to low-income groups, focuses on buying insurance. Topics include life insurance (language, types, settlement options), auto insurance, health insurance (standard, health maintenance organizations, medicare, medicare), tenant's insurance (property damage, liability), what to do in case of loss, how to shop for insurance, workshops, and free information. (CT)

ED 201 893 CE 029 047

Farmer, Beckwood M.

How to Buy Goods and Services.

Northern Virginia Community Coll., Annandale. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—76p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Audiovisual Instruction, *Consumer Economics, *Consumer Education, *Consumer Protection, Government Role, Guidelines, *Purchasing, *Services, Volunteer Training

This module is one of a set of seven prepared in conjunction with the title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to be a basic text for use in making a one-hour presentation on how to buy goods and services. An accompanying slide set is keyed to the text of the module. (An illustration of each slide is provided.) Topics in the module include the fundamentals of economics which affect consumers in the marketplace; the role of the government in the operation of our economic system; and general consumer guidelines for buying food, cars and car services, television and related repair services, retail goods, mail order goods, real estate, contractual services, credit, furniture, and rental or leased housing. A multiple-choice/true-false quiz (with answers), discussion questions, and a bibliography are appended. (CT)

ED 201 894 CE 029 048

Templin, Robert G., Jr.

Leadership and Teaching Skills.

Northern Virginia Community Coll., Annandale. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Note—61p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Adult Students, Audiovisual Instruction, *Consumer Education, Evaluation Methods, *Leadership Training, Learning Activities, *Program Development, Program Implementation, Speech Communication, *Teaching Methods, Teaching Skills, *Volunteer Training

This module is one of a set of seven prepared in conjunction with the title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to serve as a volunteer leader guide in the development of leadership and teaching skills. Part 1 contains the text of "Leadership and Teaching Skills." Topics include the important differences between children and adults as learners, major characteristics of adults as learners, the most important principles of adult learning, and the essential stages of presenting an effective consumer education program. Part 2 includes materials

on planning, conducting, and evaluating presentations. Materials in this section include planning tools (such as needs assessment, learning objectives, aids inventory), methods and techniques of conducting learning activities (such as brainstorming, case study, interview, and role playing), and evaluation instruments (questionnaires and self-assessment). A slide set, keyed to the text, accompanies this module. (An illustration of or instruction for each slide is provided.) An essay by Paul English on making a presentation is appended. (CT)

ED 201 895 CE 029 049

Schmitt, Jacqueline R.

Legal Aspects of the Marketplace.

Northern Virginia Community Coll., Annandale. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—56p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Audiovisual Aids, Audiovisual Communications, *Audiovisual Instruction, *Consumer Economics, *Consumer Education, *Consumer Protection, Credit (Finance), *Laws, Marketing, Speech Communication, Volunteer Training Identifiers—Warranties

This module is one of a set of seven prepared in conjunction with the title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to be a basic text for use in making a one-hour presentation on legal aspects of the marketplace. Through use of the attached bibliography, a more in-depth knowledge can be acquired and the presentation expanded. For shorter presentations, portions of the text can be extracted. A slide set keyed to the text accompanies each module. (An illustration for each slide is provided.) The module contains a script that can be read verbatim or developed further by use of personal background and research. Topics in the script include consumer rights, supply and demand, credit information, debt collection, warranties, and market schemes. A multiple-choice/true-false quiz is appended. (CT)

ED 201 896 CE 029 050

Garman, G. Thomas

Rights and Responsibilities in the Marketplace.

Northern Virginia Community Coll., Annandale. Spons Agency—Virginia State Dept. of Welfare, Richmond.

Pub Date—78

Note—79p.; For related documents see CE 028 469-474 and CE 029 045-051.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business Responsibility, *Citizen Role, *Consumer Economics, *Consumer Education, *Consumer Protection, Economics, *Government Role, *Laws, Legislation, Volunteer Training

This module is one of a set of seven prepared in conjunction with the title I "Project to Train Volunteer Leaders to Conduct Consumer Education Courses." It is designed to be a basic text for use in making a one-hour presentation on rights and responsibilities in the marketplace. Topics include the six basic rights of consumers; responsibilities of consumers, especially as they relate to rights; the roles of business, the federal government, and consumers as they interact in the functioning of the American marketplace; important historical events in the consumer movement through the decade of "consumerism"; six proposals to strengthen the power of consumers; and the impact of one's economic ideology upon interpretation of consumer issues. An accompanying slide set is keyed to the text of the module. (An illustration of each slide is provided.) Also included is an information sheet on recent consumer protection legislation and rulings, a multiple-choice quiz, discussion questions, and a bibliography. (CT)

ED 201 897 CE 029 051

Wood, Douglas

Sources of Assistance.

Northern Virginia Community Coll., Annandale.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date—Jul 79

Note—86p. For related documents see CE 028
469-474 and CE 029 045-050.

Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052) — Legal/
Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Audiovisual In-
struction, *Consumer Education, *Consumer
Protection, *Legal Aid, *State Legislation, Volun-
teer Training

Identifiers—*Virginia

This module is one of a set of seven prepared in
conjunction with the Title I "Project to Train
Volunteer Leaders to Conduct Consumer Educa-
tion Courses." It is designed to be a basic text for use
in making a one-hour presentation on sources of
consumer assistance. Topics include consumers' al-
ternatives for self-help, functions of the Virginia Of-
fice of Consumer Affairs, functions of the local
consumer affairs offices in Virginia, procedures for
making claims in courts not of record, common law
remedies available to consumers, the Uniform Com-
mercial Code, Virginia Consumer Protection Act of
1977, prohibited activities pertaining to sales, and
the Virginia Home Solicitation Sales Act. An ac-
companying slide set is keyed to the text of the
module. (An illustration of each slide is provided.)
A true-false quiz, discussion questions, and a bibli-
ography are also included. A self-help guide outline,
consumer phone numbers, sources of legal assis-
tance for military personnel, general sources of con-
sumer information, and a complaint flow chart are
appended. (CT)

ED 201 898 CE 029 059

The Northwest Connection: Final Project Report.
Northwest Regional Educational Lab., Portland,
Oreg.

Spons Agency—Office of Career Education
(DHEW/OE), Washington, D.C.

Pub Date—Nov 80

Contract—300-78-0556

Note—116p. For related documents see CE 028
781, ED 163 226, ED 167 775, and ED 183 740-
742.

Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adoption (Ideas), *Career Education,
Communication (Thought Transfer), Consultants,
Consultation Programs, Delivery Systems, Ele-
mentary Secondary Education, Informal Organi-
zation, *Information Dissemination,
*Information Networks, Information Utilization,
Linking Agents, Models, *Peer Influence, Peer
Relationship, *Program Effectiveness, Program
Evaluation, Research Utilization

Identifiers—Education Amendments 1974,

*Northwest Connection

The Northwest Connection was designed as a
"peer interaction" model for communicating and
disseminating career education in the five north-
western states of Alaska, Idaho, Montana, Oregon,
and Washington. (A detailed description of North-
west Connection activities, with key problems and
decisions highlighted, may be found in "People
Helping People" [see note], a guidebook for prac-
titioners wanting to implement peer technical as-
sistance systems.) This report presents findings and
recommendations based on research, evaluation,
and knowledge development activities set forth in
the evaluation plan for the project. Formative
evaluation was undertaken in four broad areas: con-
sultant training, awareness efforts, assistance ef-
forts, and project management. Summative
evaluation addressed the nature of changes in career
education activity brought about by the project. The
report is organized into sections as follows: a project
summary is provided in the first section; formative
evaluation results bearing on consultant training,
awareness efforts, assistance efforts, and project
management are presented in sections 2 through 5;
the sixth section describes summative evaluation
findings; and the seventh and final section provides
a summary of the conclusions and recommenda-
tions. Overall, the project evaluation showed that
most of the project goals had been accomplished,
and that a peer interaction network had indeed been
formed. (KC)

ED 201 899

Eastes, Meg Williams

An Orientation Workshop for Displaced Home-
makers: A How-To Handbook for Service-Provid-
ers.

Fort Wayne Women's Bureau, Inc., Ind.

Spons Agency—Indiana State Board of Vocational
and Technical Education, Indianapolis.

Pub Date—80

Grant—179-80-II-DS

Note—50p.

Available from—Fort Wayne Women's Bureau,
Inc., 203 W. Wayne St., Fort Wayne, IN 46802
(\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Adult Vocational Educa-
tion, *Ancillary School Services, *Career Coun-
seling, Career Planning, Discussion, *Displaced
Homemakers, Educational Opportunities, Goal
Orientation, *Human Services, Individual Needs,
Job Training, Models, Needs Assessment,
*Orientation, Recruitment, Service Occupations,
Staff Development, Values Clarification, Work-
shops

This handbook offers a field-tested model work-
shop designed specifically for vocational education
institutions interested in providing services for dis-
placed homemakers. The three-hour format brings
together displaced homemakers and service provid-
ers (vocational educators, adult education pro-
grams, federally funded programs, and community
agencies). The workshop informs displaced home-
makers about programs and services that can assist
them in meeting their training and employment
needs and allows service providers to better under-
stand their concerns and needs. A workshop model
describes materials, staff, and the three program
components: (1) displaced homemakers spend two
hours with facilitator who explains workshop and
conducts exercises, (2) service provider panelists
participate in awareness activity, the availability of
which is cited (second hour), and (3) panel discus-
sion (third hour). Recruitment techniques are then
suggested. The next section describes actual work-
shop activities and exercises. Other contents in-
clude results of a needs assessment at a field test
workshop, recommendations for program for dis-
placed homemakers, and suggested resources. An
appendix provides a complete list of materials and
sample handouts which should be included in a
folder for each workshop participant. (YLB)

CG

ED 201 900

Blai, Boris, Jr.

Depressive Illness: Pervasive Yet Mystifying.

Pub Date—80

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Cognitive Pro-
cesses, *Depression (Psychology), Drug Therapy,
Emotional Problems, *Environmental Influences,
Hereditry, Loneliness, Personality Problems, *Per-
sonality Theories, *Self Esteem, State of the Art
Reviews, Suicide, Therapy

Identifiers—*Jelpleness

Doctors annually treat between approximately
four and eight million Americans for depression.
Behavioral changes in depressed individuals are
characterized by sadness, loneliness, and apathy.
Other symptoms include fatigue, early morning in-
somnia, loss of appetite, and suicide attempts. Un-
derlying depression may mask itself in physical
symptoms, alcohol or drug addiction, and even hy-
perkinesis in children. The American Psychiatric
Association classifies all depressions as either mild,
moderate (neurotic), or severe (psychotic). Depres-
sion occurs at all ages, from infants to the elderly,
and each age group appears to have its own set of
depression-provoking situations. Studies indicate
that depression may peak in adolescence, drop off
between ages 20 and 35, and then slowly rise again.
Both heredity and environment appear to play im-
portant roles in depression. Current theories suggest
that depressive illness results from feelings of help-
lessness following a loss of self-esteem. Other theo-
ries concentrate on faulty thought processes; a
person perceives situations incorrectly and this per-
ception affects how he feels. Depressive illnesses
respond well to current treatment methods includ-

ing drug therapy, psychotherapy, milieu therapy,
psychodrama, occupational therapy, and electro-
convulsive therapy; however, the possibility of
suicide must always be considered in cases of
depression. (NRB)

ED 201 901

Ribordy, Sheila C. Billingham, Katherine A.

Test Anxiety: An Annotated Bibliography.

Pub Date—80

Note—110p.

Pub Type—Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Anxiety,
Behavior Modification, Coping, Counseling Tech-
niques, *Desensitization, Elementary Secondary
Education, Higher Education, *Relaxation Train-
ing, *Self Control, Self Help Programs, *Student
Problems, *Study Habits, *Test Anxiety

This annotated bibliography contains abstracts of
99 studies conducted in the area of test anxiety.
Evaluations of the studies are presented in a format
which allows comparison of the studies to be made.
Information about each study includes: (1) a de-
scription of subjects; (2) the type of intervention or
treatment used; (3) the dependent measures; (4) sta-
tistics used to analyze the data; (5) results of the
study; (6) methodological problems; and (7) conclu-
sions and implications. Also included is a bibliog-
raphy of books and book chapters which deal with test
anxiety and/or academic anxiety. (Author/NRB)

ED 201 902

Randolph, W. Alan DeNisi, Angelo S.

Extending the Study of Implicit Theories and Their
Impact on Questionnaire Responses.

Pub Date—Aug 80

Note—32p. Paper presented at the Annual Con-
vention of the American Psychological Associa-
tion (88th, Montreal, Quebec, Canada, September
1-5, 1980). Some tables are of marginal reproduc-
ibility.

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Concept For-
mation, *Cues, Evaluation Criteria, *Feedback,
Group Behavior, *Group Dynamics, Motivation,
Observation, *Performance Factors, Prompting,
*Self Evaluation (Groups)

Past research has suggested that reliance upon
implicit theories may depend upon the ambiguity or
salience of provided cues. Previously unexplored
factors were investigated to further an understand-
ing of implicit theories related to group processes,
by: (1) utilizing a no feedback control group in ad-
dition to high and low feedback groups; (2) measuring
actual and questionnaire effects for a second task
subsequent to feedback; and (3) utilizing group in-
teraction ratings by both independent observers and
subjects. Results from a laboratory experiment in-
volving 143 subjects in 2 tasks, with feedback after
the first task, supported the concept of implicit theo-
ries of performance and their effect on survey re-
sponses; however, the process by which the theories
operated appeared to be much more complex than
past research had suggested. Implicit theories of
performance seemed to operate only under certain
conditions and for limited periods of time, i.e., when
performance cues were strong and little additional
information was available, their effects on subse-
quent task behavior and related surveys were min-
imal. Immediately after feedback, observer ratings of
interaction and feedback condition shared the ex-
plained variance for subject ratings of interaction.
Following another task, observer ratings were better
predictors of subject ratings. (Author/NRB)

ED 201 903

Ross, Helgola G. And Others

Older Adults' Perceptions of Closeness in Sibling
Relationships.

Pub Date—Nov 80

Note—22p. Paper presented at the Annual Scien-
tific Meeting of the Gerontological Society (33rd,
San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aging (Individuals), Child Rearing,
Family Life, *Family Relationship, *Interper-
sonal Relationship, Middle Aged Adults, Older
Adults, *Parent Child Relationship, *Parent In-
fluence, *Siblings

Identifiers—*Intimacy

Decreasing numbers of peers in the lives of older

adults give a special meaning to closeness in their sibling relationships. Interviews elicited perceptions of closeness from 30 adults. Content analyses revealed several patterns, i.e., participants perceived themselves as always having been close, as having grown more or less close over time, or as never having been close. Parental expectations for unity, absence of favoritism, and democratic child-rearing practices originated close sibling relationships. Family norms and interaction rituals, personal liking and respect, and positive consequences of critical incidents maintained closeness; negative effects of critical incidents and lack of contact reduced closeness. In old age, closeness was highly valued as a source of comfort and pride, while a lack of closeness was a source of pain and guilt. For a few subjects, closeness meant little; however, most subjects believed that closeness gained in meaning as siblings became uniquely able to support each other and to validate each others' memories and existence. (Author/NRB)

ED 201 904 CG 015 121
Motiff, James P.

Giving Stress Away: Results of a Five-Week Stress Course.

Pub Date—5 Sep 80

Note—14p.: Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Behavior Change, Behavior Patterns, *Coping, Course Evaluation, Individual Development, Individual Power, Problem Solving, *Program Effectiveness, *Relaxation Training, *Self Help Programs, *Stress Variables

A 5-week, 12-hour course given to the community emphasized understanding and coping with stress. At the beginning of the course several inventories were administered to the students, who also completed the instruments in a follow-up procedure 10-12 weeks after the end of the seminar. The course focused on recognition of stress signals and the practice of relaxation and other coping strategies taught in a Stimulus-Organism-Response model. Follow-up assessment of behavior changes found significant changes in several dimensions of the SCL-90 and in the Autonomic Nervous System Questionnaire, indicating more effective coping with stress. Specific behaviors leading to a reported lessening of stress and a higher level of wellness also occurred, including the practice of relaxation, physical exercise, better nutrition, more effort toward self-development, a perception of less stress, and more positive responses to the handling of stress. Data indicated that a 5-week course on stress had effects which endured for at least 12 weeks. The course positively affected the students' perceptions of their progress in lessening the effects of stress on their lives and in handling stress more effectively. (Author/NRB)

ED 201 905 CG 015 122

Feldman, Robert S. Theiss, Andrew J.

The Teacher and Student as Pygmals: Joint Effects of Teacher and Student Expectations.

Pub Date—Sep 80

Note—20p.: Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Behavioral Science Research, Classroom Communication, *Expectation, Higher Education, Nonverbal Communication, *Performance Factors, Predictor Variables, *Student Attitudes, Student Behavior, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Influence Research has suggested that both teacher expectations and student expectations can affect the individuals' own attitudes and behavior, as well as the behavior of those with whom they are interacting. The joint effects of teachers' expectations about students and students' expectations about teachers on the performance and attitudes of both participants was examined. Subjects were 120 female undergraduates. Half of the subjects were designated as teachers and were led to expect either a high- or

low-ability student. The other half, acting as students, were led to expect a teacher of high or low competence. Teachers and students were randomly paired in an experimental teaching session. Results showed that student performance was a function of the teachers' expectation. Teachers' attitudes and rated competence were affected by their expectations regarding the student, and students' attitudes were affected by their expectations about the teacher. Results indicated that both teachers and students can concurrently hold expectations about their partner, and that such expectations affect their attitudes about themselves, the partner, and the entire teaching situation. (Author/NRB)

ED 201 906 CG 015 123

Smith, Jeanne W.

Marital Consequences of Women's Educational and Career Reentry.

Pub Date—Oct 80

Note—19p.: Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Adult Development, Adults, Communication (Thought Transfer), Employed Women, *Females, Interpersonal Relationship, *Marital Instability, Marriage, *Reentry Students, *Reentry Workers, *Spouses

As more women choose to reenter college or seek employment, marital and family systems undergo change. From an initial sample of 251 women who participated in a reassessment series conducted between 1973 and 1977, 24 women who had chosen to reenter college or initiate careers were selected for follow-up interviews. Women (N=12) who had divorced were matched with 12 women with intact marriages. The sample was further stratified by age cohorts of 30-, 40-, and 50-year olds. In-depth structured interviews and conversational aids were used to explore changes in the subjects' lives, the effects on marital and familial relationships, and the coping strategies which evolved for dealing with relationship stresses. Husbands of the intact marriage group were also interviewed. Variations in communication, accommodation, support, and acceptance of change were identified as factors important to marriage survival. The survival of the marriage after the wife's college or career reentry, regardless of motivations, appeared primarily dependent on the husband. (Author/NRB)

ED 201 907 CG 015 124

Smith, Jeanne W. Regan, Mary

Life Change Following "You Too Can Return to College": A Reassessment Series.

Pub Date—28 Apr 78

Note—31p.: Tables will reproduce but print is small. Paper presented at the California Reentry Conference (Sacramento, CA, April 28, 1978).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Development, Behavior Patterns, Feedback, *Goal Orientation, Helping Relationship, Higher Education, *Needs Assessment, *Nontraditional Students, *Participant Satisfaction, Program Evaluation, *Reentry Students, Reentry Workers, *Self Esteem

Reassessment for reentry has become a popular concept on college campuses as more nontraditional students return to college. A reassessment series, offered at the University of California-Davis from 1973-1977, was evaluated in a one-year follow-up study of the life changes for 234 female and 12 male participants. Data indicated that life change had occurred for 80% of the participants and that 57% had enrolled in college. The age group most likely to enroll was between ages 30 and 45. The point at which children entered school seemed to be a very crucial time for the participants to make changes. Most subjects felt the series had given them encouragement to enter college and help in goal clarification. Results suggest that individual experiences coupled with participant's suggestions and feedback can be used to design an ideal reassessment plan. (Author/NRB)

ED 201 908 CG 015 125

Starr, Philip Pearman, William A.

Self-Esteem and Dimensions of Clinically Relevant Behavior Among Ten Year Olds.

Spons Agency—National Inst. of Dental Research (NIH), Bethesda, Md.

Pub Date—80

Grant—NIDR-DE-04779-02

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Behavior Patterns, Body Image, *Children, *Emotional Problems, Inhibition, *Interpersonal Competence, Personality Traits, Physical Activity Level, *Psychological Patterns, Self Concept, *Self Esteem, Sleep

Although self-concept has been linked with many behavioral variables, most studies do not deal with dependent variables which would provide an understanding of such clinically relevant behaviors as sociability, aggression, activity level, somatization, inhibition, and sleep disturbance. The relationship between self-esteem and clinically relevant behavior was examined for ten-year-old children (N=70), who were divided into high (N=34) and low (N=36) self-esteem groups and were administered measures of behavior and self-esteem. Subjects with low self-esteem were more physically and verbally aggressive, had more bodily complaints, had higher activity levels, and were more inhibited than a comparison group with high self-esteem. The two groups did not differ on the dimensions of sociability or sleep disturbance. The findings suggest that self-esteem can be used to identify individuals who could benefit from counseling services for behaviors symptomatic of emotional problems. (Author/NRB)

ED 201 909 CG 015 126

De Jong, Fred J. Bishop, Carol J.

Aging: A View from the Country.

Pub Date—22 Nov 80

Note—11p.: Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), *Community Responsibility, Cultural Influences, *Delivery Systems, Environmental Influences, Gerontology, *Individual Needs, Need Gratification, *Older Adults, Population Trends, *Rural Population, *Social Services, State of the Art Reviews, Values

Characteristics and problems unique to the rural aged have drawn considerable attention in recent years. Location and environment influence the extent of needs, the availability of services, and a person's willingness to use such services. Religious and ethnic clusters also differ in service needs for their elderly and their willingness to accept assistance. The rural elderly may also have different values and beliefs than the urban elderly. Rural older persons are often suspicious, anti-government, and independent, characteristics which discourage the use of services; they may have little education and limited agricultural skills outdated by mechanization. A high ratio of older persons to younger workers in rural communities adds pressure to housing and community services. Geographic obstacles and dispersion of the older population affect the delivery and costs of services. Rural social service agencies are usually multi-purpose agencies serving a diverse clientele. The rural elderly would benefit from greater flexibility in public policy. Different rural communities need to examine a variety of strategies for meeting the needs of their older residents. (NRB)

ED 201 910 CG 015 127

Healy, Charles C. Sorenson, A. Garth

Career Counseling Task Forces: A Staff Development Project to Create Educator Teams for High Schools and Community Colleges in California.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—19-30049-39504

Pub Date—80

Note—94p.: For related document, see CG 015 128.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Development, *Career Guidance, Goal Orientation, High Schools, *Participant Satisfaction, Program Descriptions, Program Evaluation, *School Personnel, *Staff Development, *Teacher Improvement, *Teamwork, Two Year Colleges, Workshops

Identifiers—California, *Task Force Approach
This report describes five workshops conducted throughout California to enable educators from high schools and community colleges to coalesce into career guidance task forces for their schools and to learn about current career guidance concepts and practices. Activities and personnel who supported the project are presented according to their functional role. Project objectives are enumerated and achievements resulting from the project are assessed in terms of team development, technical learning and satisfaction, attendance, and personal growth. In the Technical Learning and Satisfaction section of this report, the workshop activities are detailed in a day-by-day summary. Participant evaluations of each workshop and its modules are presented by overall workshop ratings and by individual module ratings, as well as the authors' impressions about the evaluations. Project experiences are delineated and recommendations for improving staff development are suggested, including: (1) allowing sufficient time to create and refine a staff development program; (2) providing a flexible array of integrated staff development services; and (3) assuring that participating teams accept mutual responsibility for progress with the program originators. (Author/NRB)

ED 201 911

CG 015 128

Healy, Charles C. Sorenson, A. Garth

Career Counseling Task Forces: A Staff Development Project to Create Educator Teams for High Schools and Community Colleges in California. Workshop Manual.

California Univ., Los Angeles.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—19-30049-39504

Pub Date—80

Note—214p.; For related document, see CG 015 127.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Career Development, *Career Guidance, Decision Making, *Evaluation Methods, High Schools, *Instructional Materials, Problem Solving, *School Personnel, *Staff Development, Two Year Colleges, Workshops

Identifiers—California, *Task Force Approach

This manual contains materials prepared for the Career Counseling Task Forces Workshops, a set of five workshops conducted throughout California to enable educators from high schools and community colleges to coalesce into career guidance task forces for their schools and to learn about current career guidance concepts and practices. The articles, distributed to each participant during the course of the workshop, concern various aspects of career guidance and career counseling programs. Frameworks for counseling programs are presented and information on problem solving, interviewing, career planning and decision-making is offered. Samples of the forms and surveys for workshop use are provided, including a quality of life survey, evaluation instruments for guidance and counseling programs, workshop evaluation forms, and progress sheets. (NRB)

ED 201 912

CG 015 129

Whitbourne, Susan Krauss And Others

The Relationship Between Information and Attitudes About the Aged.

Pub Date—Nov 80

Note—24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Aging (Individuals), *Attitude Measures, Cognitive Processes, Gerontology, Individual Characteristics, *Knowledge Level, Older Adults, Pretesting, *Social Attitudes, *Stereotypes, *Test Construction Identifiers—*Adult Perception Scale

Because social attitudes constitute a salient feature of the environment in which people grow old, the measurement of attitudes toward the aged has been of concern to gerontologists for many years. An instrument is needed to provide independent

estimates of information about the aged from attitudes toward aged persons. Undergraduates (N=311) completed the Adult Perception Scale (APS), a 40-item questionnaire measuring information and attitudes about the aged. The 20 items concerning knowledge about the physiological, cognitive, social, and perceptual characteristics of the aged included an equal number of positively and negatively-biased statements. Half of the attitudinal items represented subjective evaluations about the personal qualities of the aged, while the other ten items concerned treatment of the aged by society. Within each group of 10 items, half were positively worded and half were negatively worded. Analysis of the internal structure of the APS revealed considerable overlap for negatively-worded attitude and information items. Positively-worded items retained distinct separation; positive attitude items and personal and social distinctions were drawn. Based on these findings, revisions of the scale were made. (Author/NRB)

ED 201 913

CG 015 130

Ross, Paul C. And Others

Problem-Solving Management Training Effects on Sales Productivity and Job Satisfaction.

Pub Date—5 Sep 80

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Business, Change Agents, Change Strategies, *Job Satisfaction, *Management Development, *Organizational Change, *Problem Solving, *Productivity, Program Effectiveness, *Training Methods, Workshops

Research suggests that effective organizational change must be led by line personnel rather than by outside consultants. The Performance Management Program (PMP) implemented in two Bell Telephone companies is a line-led, self-help program in which managers participate in problem-solving activities within their own jobs. Marketing and sales managers (N=247) were divided into treatment and control groups and completed several job satisfaction scales before and after the PMP training program. Data were also obtained on sales productivity over a one-year period. There were no significant differences between sales data in the control and treatment groups of both companies during the months prior to the implementation of the training program. Over a five-month post-treatment period, statistically significant increases in sales productivity were observed in the treatment groups of both companies. Job satisfaction declined slightly for the treatment groups; these results were interpreted as reflecting a more task-focused climate during the post-training period. (Author/NRB)

ED 201 914

CG 015 131

Chauncey, Donald Edward

Pro-Gay Media: An Annotated Mediagraphy of Non-Print Materials, 1969-1979.

Pub Date—Dec 80

Note—54p.

Pub Type—Reference Materials - Bibliographies (131) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Filmographies, Films, Filmstrips, *Homosexuality, Individual Psychology, *Lesbianism, Life Style, *Nonprint Media, *Resource Materials, Slides, Tape Recordings

This mediagraphy is a compilation of items considered to be pro-gay in content and outlook, i.e., the works consider homosexuality to be neither better nor worse than heterosexuality. The section on methodology discusses problems encountered while searching literature guides to collect the materials and clarifies the terminology used in the annotations. Materials are classified in the categories of motion pictures, videorecordings, filmstrips, slides, tape recordings, and phonograph records. An index of terms is followed by a listing of producers and distributors, as well as a description of the sources consulted for material identification. (NRB)

ED 201 915

CG 015 132

Schover, Leslie R.

Gender Differences in Therapist Responses to Client Sexual Material.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Anxiety, Counselor Characteristics, *Counselor Client Relationship, Counselors, Educational Needs, *Emotional Response, *Interpersonal Attraction, Personality Traits, *Psychotherapy, *Sex Differences, *Sexuality

Sexual feelings between therapist and client have been a source of theoretical controversy since the beginnings of modern psychotherapy. Psychotherapists' (N=72) verbal behavior, affective reactions, and clinical judgments in response to audiotapes of client sexual material were investigated. Therapist gender, client gender, and type of sexual content were systematically varied. After hearing and responding to a client tape, therapists rated their own anxiety and sexual arousal, the client's attractiveness and psychopathology, and the ease of establishing a therapy relationship with the client, and completed several demographic and attitude scales. Female therapists were more comfortable than males with client sexual material. Male therapists with liberal sexual attitudes were sexually aroused by a seductive female client and encouraged such interactions. Conservative men were aroused by a woman describing her sexual problem, but reacted with anxiety and verbal avoidance. These results illustrate that a well-trained and experienced group of professionals is not entirely comfortable in dealing with client sexuality. More direct and extensive education is needed to increase therapists' knowledge about sexuality, and to help them cope with their sexual attraction to clients. (Author/NRB)

ED 201 916

CG 015 133

Hoyt, Les Leanne

Determinants of Aged Female Sexuality.

Pub Date—Nov 80

Note—11p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, Aging (Individuals), Attitude Change, Developmental Stages, *Emotional Adjustment, *Females, Interpersonal Relationship, *Older Adults, Peer Influence, *Quality of Life, *Sexuality, Values
Older women (N=50) were asked a series of questions about reference groups, sex roles, sexuality, sexual desire at different stages in the life cycle, appropriateness of certain types of sexual behavior, adjustment to aging, life satisfaction, organizational activities, and male/female interaction. Quantitative and qualitative data provided the basis for several findings: (1) social relationships in old age involve extensive contact with other women; (2) age and social class determine the integration of sexuality into life; (3) conformance to traditional attitudes is limiting; (4) the values of one's closest peer-reference group have a strong impact on one's sexual attitudes and behavior; (5) organizational activities do not necessarily ensure contact with men; (6) a low level of sexual desire does not appear to affect life satisfaction negatively; and (7) changing attitudes toward men determine sexual interaction. Findings suggest that these women experience a relinquishment of social relationships and roles typical of adulthood, i.e., wife, homemaker, sexual partner, mother, as well as an acceptance of new roles and relationships typical of later years, typified by minimal contact with men, extensive contact with women, and a decreased importance of sexuality. (Author/NRB)

ED 201 917

CG 015 134

Zweibel, Nancy Ropeik

The Impact of Parent-Caring on the Middle-Aged Child.

Pub Date—Nov 80

Note—24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Aging (Individuals), Emotional Adjustment, Family Role, Individual Needs, *Middle Aged Adults, *Older Adults, *Parent Child Relationship, Parents, *Responses, *Responsibility

Many middle-aged children care for their aging parents, i.e., they both care for and care about the parent(s). The emotional and cognitive responses of middle-aged children to their aged parents or parents-in-law were examined through interviews with 51 middle-aged adults. Responses were analyzed to determine the level, type and range of concerns respondents had regarding the well-being of their aged parents and the burden of parent-caring. Most respondents displayed a high overall level of concern. Women were more likely than men to display concern at higher levels; respondents sharing a home with a parent were more likely than respondents from different households to display higher levels of concern. Type of concern varied somewhat according to sex of respondent and living arrangements. Very few respondents indicated any burdens associated with parent-caring. Findings indicated that parent-caring may better prepare a child for his own old age and, consequently, his ability to adapt to aging may be strengthened. Findings also illustrate the need for programs to educate the middle-aged child about the nature of old age, the care required by aged parents, and the appropriate strategy for obtaining assistance. (Author/NRB)

ED 201 918

CG 015 135

Taus, Vira

The Teacher as Counselor in School Systems in Transition.

Pub Date—80

Note—12p.

Pub Type—Information Analyses (070) — Reports

— General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Elementary Secondary Education, *Guidance Objectives, Guidance Personnel, Noninstructional Responsibility, *School Counselors, *School Guidance, State of the Art Reviews, *Student Teacher Relationship, *Teacher Guidance, *Teacher Role, Teachers

Many school systems are now in a state of transition due to a lack of supportive personnel because of budget cutbacks, a wider variation of classroom techniques, an increased individualization of instruction, and a changing neighborhood population of school children. Thus, new classroom guidance practices have become both possible and necessary. The training and utilization of teachers to perform guidance functions within the classroom setting has now become a necessity. Classroom teachers should act to maintain the learning environment, deal with long-range problems, and establish contacts with the family through parent-teacher conferences. (Author/KMF)

ED 201 919

CG 015 136

Nickerson, Eileen T.

A Novel Family Intervention: Training Parents as Play Therapists.

Pub Date—Sep 80

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Family Counseling, Family Problems, *Intervention, Paraprofessional Personnel, *Parent Child Relationship, *Parent Participation, *Play Therapy, Psychotherapy, State of the Art Reviews, Therapists, *Training Methods

One of the most promising contemporary approaches to working therapeutically with children and their parents and families is to employ the parents and/or other family members as play-agents, or play therapists. The incorporation of parents and other family or family-surrogate figures into the play therapeutic treatment of children has therapeutic benefits for all parties to the transaction, because problem children are symptomatic of parental and family-wide problems in interpersonal functioning. Approaches to training parents include: behavior modification and change, filial therapy, and family therapy. Training parents to play therapeutically with their children can benefit the entire family system. (Author/KMF)

ED 201 920

CG 015 142

Haas-Hawkins, Gwen And Others

An Exploratory Study of Adjustment to Widowhood.

Spons Agency—Ontario Ministry of Health, Toronto.

Pub Date—Nov 80

Grant—DM346

Note—28p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Adults, *Coping, Death, Depression (Psychology), *Emotional Adjustment, Expectation, Foreign Countries, *Locus of Control, *Loneliness, Psychological Patterns, *Widowed

Although widowhood is a disruptive and inevitable phenomenon for many older people, few studies have explored either adjustment to widowhood or the impact of widowhood on the lives of elderly people. Recently widowed persons (N=51), ranging in age from 49 to 83 years old, were interviewed to examine their relatively immediate psychosocial adjustment to widowhood. The time interval between death of spouse and the interview ranged from 4 to 12 weeks. No correlation was found between the Social Network Scale and any of the four adjustment measures, suggesting that the existence of a social network characterized by stability, intimacy, and reciprocity was not an important factor in the adjustment of these recently widowed persons. Positive correlations were found between preparation for loss and self-reports of adjustment, and between internal control and life satisfaction; negative correlations were found between internal control and psychiatric symptoms, and depression. Loneliness was the most frequently reported problem of widowhood, perhaps indicating that loneliness prior to widowhood may be a significant contributing factor to post-widowhood adjustment. Compared to samples of other older people, these subjects were relatively well-adjusted as indicated by scores on functional health, depression, and life satisfaction scales. (Author/NRB)

ED 201 921

CG 015 145

Chesser, Barbara

Bibliography of Selected Literature in the 1970s Related to Crises, Family Stress, Coping and Adaptation.

Pub Date—[80]

Note—111p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adjustment (to Environment), Aging (Individuals), *Coping, *Death, *Developmental Stages, Divorce, *Family Problems, Mental Disorders, Parent Child Relationship, *Stress Variables, Suicide, Violence, Widowed

This bibliography of literature from the 1970s related to crises, family stress, coping, and adaptation contains references of particular interest to professionals in the areas of counseling, education, and family social, psychological and health services. The bibliography is divided into 26 categories; references are classified according to major themes as well as publication date and related reference sources. References in other categories focus on such areas as: theory, crises, stressors, sexuality, developmental crises, coping, parenthood, pregnancy, children, children with disabilities, mid-life crises, divorce, women, aging, illness, death, childhood death, widowhood, violence, rape, suicide, substance abuse, mental illness, and crises in specific situations or with specific populations. (NRB)

ED 201 922

CG 015 147

Long, Sharon B.

Social Rejection as a Developmental and Group Process: A New Perspective for Teachers, Administrators and Counselors.

Pub Date—79

Note—25p.

Pub Type—Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Stages, *Educational Environment, Elementary Secondary Education, Group Dynamics, Peer Influence, *Peer Relationship, *Rejection (Psychology), *Social Behavior, *Social Development, Socialization, State of the Art Reviews, *Student Alienation, Student Prob-

lems, Students

Socially rejected students are actively excluded for long periods of time by many of their peers at school and are often the recipients of verbal or physical abuse. Although most consideration of this problem has focused on rejected students, social rejections could be considered as a group phenomenon, determined by the structure of the social environment and the emotional and intellectual development of the rejectors. Rejected students, regardless of their specific characteristics, have one trait in common: they are different from their peers. Models used to explore the reasons that students reject deviants focus on: (1) imitation; (2) developmental factors; (3) the authoritarian personality; (4) group solidarity; and (5) intergroup conflict. Although different models may explain rejection in different schools, the rejection of peers appears to be an inherent part of social development and the structure of the school social environment. Teachers and school personnel may mitigate some of the physical and verbal abuse the rejected student faces by helping other students to realize that when they reject a peer, they are rejecting a person with feelings. Emphasis must shift from the rejected student to the process of rejection itself. (NRB)

ED 201 923

CG 015 149

Standards for the Administration of Juvenile Justice: Report of the National Advisory Committee for Juvenile Justice and Delinquency Prevention.
 National Advisory Committee for Juvenile Justice and Delinquency Prevention, Washington, D.C.
 Spons Agency—Office of Juvenile Justice and Delinquency Prevention (Dept. of Justice), Washington, D.C.

Pub Date—Jul 80

Note—529p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Adolescents, Change Strategies, Court Role, *Crisis Intervention, *Delinquency Prevention, *Family Problems, Justice, *Juvenile Courts, *Program Implementation, *Standards

This report contains the recommendations adopted by the National Advisory Committee on Juvenile Justice and Delinquency Prevention, 1979. Proposed standards and strategies are presented in the first five chapters. Each standard is followed by a source list and an explanatory commentary about its underlying premises and its relationship to other recommendations. Consistent and conflicting positions from other authorities are included, and specific recommendations for implementation are offered. The chapter on Prevention Function includes a definition of delinquency prevention and 37 prevention strategies. The Administration Function chapter contains standards on the role of local, state, and federal government levels in the juvenile service system; the Intervention Function chapter provides criteria and guidelines for intervention by public officials. The Adjudication Function chapter recommends the establishment of a family court; the Supervision Function chapter is directed to agencies supervising juveniles and families subject to the jurisdiction of the family court. The sixth chapter presents a general implementation plan outlining criteria for assessing the various available implementation mechanisms, and two implementation strategies which appear to meet those criteria. (Author/NRB)

ED 201 924

CG 015 150

Jones, John W.

A Measure of Staff Burnout among Health Professionals.

Pub Date—Sep 80

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Empathy, Health Personnel, Interpersonal Relationship, *Job Performance, *Job Satisfaction, Measures (Individuals), *Nurses, *Performance Factors, Self Concept, *Test Validity, *Work Attitudes

Identifiers—*Staff Burnout Scale for Health Professionals

Staff burnout among health professionals refers to a syndrome of physical and emotional exhaustion

involving the development of negative job attitudes, a poor professional self-concept, and a loss of empathic concern for clients. The Staff Burnout Scale for Health Professionals (SBS-HP) is a 20-item inventory assessing cognitive, affective, behavioral, and psychophysiological reactions that comprise the burnout syndrome. Three studies were conducted to provide validation evidence for the SBS-HP. Nursing personnel (N=97) completed the SBS-HP and criterion-related validity measures. The SBS-HP data significantly correlated with measures of job turnover, absenteeism, tardiness, discipline, prescription drug use, and personal illness. Burned-out health professionals were more dissatisfied than non-burned-out health professionals with their work, clinical supervision, opportunities for promotion, and coworkers. Higher levels of burnout were also reliably correlated with higher neglect of job duties and with greater admissions of serious on-the-job mistakes. Additionally, burned-out health professionals worked more traumatic jobs and less desirable schedules. Results suggest that the SBS-HP is a valid measure of the burnout syndrome. (Author/NRB)

ED 201 925 CG 015 151

Terris, William Jones, John W.
Reducing Shrinkage in Convenience Stores by the Use of the PSI.

Pub Date—[80]

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Crime, Employee Responsibility,

*Employment Problems, Job Performance, Personnel Data, Personnel Selection, *Polygraphs,

*Predictive Validity, *Prevention, Sales Workers,

*Screening Tests, *Stealing

Identifiers—*Personnel Selection Inventory

This bibliography contains over 1,200 behavioral and property is a rapidly growing problem. Successful strategies are needed to reduce employee theft; new loss prevention techniques need to be developed and evaluated. Two loss prevention programs aimed at reducing employees' theft were compared by the measures of shrinkage rates. Initially, a pre-employment polygraph examination was used to screen out job applicants with a past history of theft. In this first phase a 17-month baseline on shrinkage was obtained. Next, the Personnel Selection Inventory (PSI), a psychological test measuring tendencies toward dishonesty, violence and drug abuse, was administered for a 6-month period in conjunction with the polygraph, but the PSI results were not used for screening purposes. Finally, only the PSI was used to screen all job applicants. Results of the PSI significantly correlated with the result of the pre-employment polygraph examination, and the use of the PSI alone resulted in a significant reduction in losses for the stores. An additional study with 850 applicants from a different convenience store chain showed that the use of the PSI had no adverse impact upon any protected group. (Author/NRB)

ED 201 926 CG 015 152

Shorkey, Clayton T.
Alcoholism and Alcohol Abuse: An Indexed Bibliography of the Behavioral Science Journal Literature, 1970-1980.

Spons Agency—Texas Commission on Alcoholism, Austin; Texas Univ., Austin. School of Social Work.

Pub Date—[80]

Note—92p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Alcohol Education, *Alcoholism, Antisocial Behavior, Behavioral Science Research, Demography, *Drinking, *Drug Abuse, *Individual Characteristics, Program Development, *Psychological Patterns, Social Science Research, *Therapy

This bibliography contains over 1200 behavioral science journal articles dealing with alcoholism and alcohol abuse. The articles were published between 1970 and 1980 in 116 English language journals. This bibliography is intended for administrators, planners, researchers, counselors, educators and students desiring ready access to recent publications in the field of alcohol abuse. A 190-category index to the articles is provided. The content categories of the index reflect major areas of interest such as incidence, impact, program planning and evaluation, theories of alcoholism and alcoholism treatment.

and psychological and demographic characteristics of alcoholics and alcohol abusers. (Author/NRB)

ED 201 927 CG 015 153

Soldo, Beth J.

America's Elderly in the 1980s.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Nov 80

Note—53p.

Available from—Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036 (\$2.00, single copy; \$1.75 each, 2-49 copies; \$1.50 each, 50 copies or more).

Journal Cit—Population Bulletin; v35 n4 Nov 1980

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aging (Individuals), *Federal Aid, Financial Support, *Health Needs, Inflation (Economics), *Living Standards, Low Income Groups, *Older Adults, *Poverty, Quality of Life, *Retirement, State of the Art Reviews

People aged 65 and over, and particularly the "old old," i.e., 75 and over, are the fastest growing age group in the United States. This group numbers 25 million in 1980, 11% of the population, with women outnumbering men by 5 million. Although a quarter of the federal budget goes to their support, poor coordination among federal programs for the elderly means that only three percent benefit from government housing programs and 33% remain ill-housed. Nearly 25% live near or below the poverty level. The impact of inflation on fixed retirement incomes may discourage early retirement and force many older adults back to work. Although elderly Americans are healthier than ever before, many over age 75 need long-term health care. Financial coverage for home care is extremely limited under current Medicare and Medicaid regulations. Future shifts in policy for the elderly may include increasing the eligible age for retirement benefits, encouraging greater pre-retirement savings, and shoring up the support network of family and friends. Growing problems of the elderly in less developed nations will be the focus of the United Nations World Assembly on the Aging in 1982. (Author/NRB)

ED 201 928 CG 015 154

Farmer, Helen S.

The Importance of Family and Career Roles for High School Youth.

Spons Agency—Illinois Univ., Urbana; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Grant—G00790022

Note—35p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Attitude Change, *Career Choice, *Career Planning, *Family Life, Homemaking Skills, Home Management, Role Conflict, *Role Perception, Secondary Education, Secondary School Students, *Sex Differences, Sex Role, Student Educational Objectives

Identifiers—*Commitment

Currently, roles are changing for men and women and the combination of work and family roles is a challenge to many young people. High school students' life plans and the relationship of some antecedent factors to homemaking and career commitment were explored. Subjects (N=854), 9th and 12th grade students, completed questionnaires containing items and factors taken from several longer questionnaires investigating life plans, career motivation, self-concept, and context measures. Data indicated that girls chose as equally high educational goals as boys, and chose higher level realistic goals. A strong relationship was found between being Expressive and career commitment for both sexes, with a weaker, but significant, relationship between being Instrumental and career commitment. Girls and boys equally endorsed statements which indicated that career planning was a top priority. Boys did not differ from girls in their endorsement of a life plan which indicated equal sharing of the parent role, although the homemaking commitment was significantly higher for girls than boys. Change in social role expectations for boys was reflected in the positive relationships between the

homemaking and career scales. (Author/NRB)

ED 201 929 CG 015 156

Hogan, Daniel B.

Defining What a Competent Psychotherapist Does: Problems and Prospects.

Pub Date—Sep 80

Note—17p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Certification, *Competence, Counseling Effectiveness, Counselor Qualifications, Evaluation Criteria, *Job Performance, Minimum Competencies, *Psychotherapy, *Standards, State of the Art Reviews, *Therapists

Licensing and certifying boards cannot be effective without a definition of the meaning of competence in psychology, particularly as this concept is used in psychotherapy. Research has shown that reliance on academic credentials to define competence is not the answer. Most definitions of psychotherapy are too broad and vague, and consensus about the process involved in psychotherapy is needed. Choosing specific outcomes to define competence in psychotherapy is difficult because the determination of mental illness is highly subjective and variable. Nonetheless, without a clear picture of the process of psychotherapy, a determination of skills needed by the practitioner is impossible. All definitions of competence require specification of the percentage of clients helped or harmed, the extent of the effort, and the interpersonal areas affected by the psychotherapist's efforts. Researchers can help to define competence by focusing on the individual practitioner and his work with a variety of clients in different situations. Meta-analysis is needed to combine the results of such independent studies; however, the ability to conduct this type of analysis depends on the presence of appropriate information, reflecting the need for consistency in data collection. (NRB)

ED 201 930 CG 015 157

Yoder, Janice D. And Others

The Price of a Token.

Pub Date—Sep 80

Note—19p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, Attitude Change, *Competition, Equal Education, Females, Higher Education, Interpersonal Relationship, *Military Schools, *Role Perception, Sex Fairness, *Sex Stereotypes, *Tokenism

Identifiers—Military Academy (West Point) NY

As women enter nontraditional occupations and training programs, tokenism may develop and its side-effects of visibility, contrast, and assimilation may appear. Each of these effects was encountered by the first class of women cadets at the United States Military Academy, West Point, in 1976, who received great visibility from the news media. This visibility led to fears and resentment in dominant male cadets and placed performance pressures on the token women. Cadets' concerns about dating best reflected the effects of contrast; the social interaction of men and women created uncertainties for the men and isolation for the women. The stereotype of women's physical subordination encouraged men to simultaneously protect women, yet fear preferential treatment and a lowering of Academy standards. The protection of female cadets most clearly demonstrated the assimilation of individual cadets into the stereotypical helpless role of women. An investigation of the men and women who entered West Point from 1976 to 1980 showed that increased numbers of women, institutional supports, changes in the dominant group, and cohesiveness among tokens reduced the problems initially experienced by the token women. (Author/NRB)

ED 201 931 CG 015 158

Campbell, David E. And Others

The Ecological-Systems Approach in Community Psychology: Four Implications for Program Evaluation.

Pub Date—Sep 80

Note—46p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ecology, *Evaluation Methods, *Influences, Interaction, *Program Evaluation, Psychological Studies, Research Design, *Research Methodology, *Systems Approach

Identifiers—*Community Psychology

The use of systems terms and ecological concepts is increasingly common in psychology, and in particular, community psychology. Interest in systems theory began with the development of general systems theory during the 1950's, and led to the adoption of an ecological-systems orientation which recognized the environment as a major determinant of human behavior and experience. Community psychology developed as a subdiscipline concerned with the systems-like relationships linking environmental forces, social processes, and psychological health. As a separate discipline, program evaluation has not shown a comparable trend toward an ecological-systems perspective, and is not equipped to assess the complexity of programs based upon systems conceptions. Researchers engaged in evaluation studies within community psychology must consider the implications and consequences of the ecological-systems theory. The evaluation of a mobile counseling project considered four such consequences: (1) reformulation and reconceptualization of the evaluation question; (2) shift of research design in the direction of complexity and flexibility; (3) use of multiple quantitative, and quantitative measures; and (4) relativistic and perspectival interpretation of results. (Author/NRB)

ED 201 932 CG 015 159

Priest, Robert F. Adams, Jerome

Validity, Not Bias, in Teacher Ratings of Leadership.

Pub Date—Sep 80

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *College Applicants, *Competitive Selection, High Schools, *Leadership Qualities, Leadership Training, Military Schools, Personality Traits, *Predictive Validity, *Student Evaluation, Student Leadership, *Teacher Attitudes

Identifiers—Military Academy (West Point) NY

Although high school teacher evaluations of student non-cognitive attributes, such as leadership ability, are frequently considered in selecting applicants for competitive colleges, little empirical research exists on the reliability, validity, and bias of teacher ratings. The United States Military Academy at West Point requires that a set of school officials rate applicants on 10 non-cognitive items designed to measure potential for leadership in the highly structured Academy environment. Measures of leadership potential and student self-reports of athletic participation and extracurricular activities are also considered. Leadership performance at the Academy is assessed by cadet officers, Army officers, and upperclassmen. For a sample of 15,557 applicants to West Point, teacher ratings of leadership potential were related to measures of extracurricular participation and academic performance. Such ratings were found to be unbiased with respect to race and sex. Measures of leadership performance in the first two years at West Point correlated significantly with teacher ratings. Other alternative measures were not as valid as the teacher ratings. (NRB)

ED 201 933 CG 015 160

Terris, William Jones, John W.

Using the PSI to Screen Job Applicants with a Criminal History.

Pub Date—[80]

Note—15p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Crime, Criminals, Employment Problems, Illegal Drug Use, *Job Applicants, *Personnel Selection, Predictive Validity, Prevention, *Psychological Testing, *Screening Tests, *Stealing, Violence

Identifiers—*Personnel Selection Inventory

Employee crime in the workplace is a common and rapidly growing problem in the United States. A new deterrent to such crime is the use of psychological tests to screen job applicants. The Personnel Selection Inventory (PSI), a psychological test measuring tendencies toward dishonesty, violence, and drug abuse was administered to job applicants (N=177) for positions of responsibility and trust at a department store chain. Applicants were also subjected to an intensive criminal history search; 20 applicants had been convicted of felonies, and 18 of these 20 failed the PSI pre-employment examination. The PSI was 90% effective in screening applicants with a criminal record. Applicants with criminal histories scored reliably lower than non-criminal applicants on the dishonesty, violence, and drug abuse subscales, and showed less punitive attitudes toward theft, violence and drug abuse. The PSI also screened 44% of those applicants with no criminal record. By measuring attitudes, values, and perceptions which assess a job applicant's cognitive predisposition and propensity toward theft, violence, and drug abuse, the PSI can also screen high-risk potential employee criminals with no prior record. (Author/NRB)

ED 201 934 CG 015 161

Boor, Myron

A Case History and Comparative Study of a Multiple Personality.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—80

Grant—NIMH-MH-T32-15169-03

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adults, *Behavior Problems, Case Studies, *Childhood Needs, Comparative Analysis, *Coping, *Personality Development, *Personality Problems, Personality Studies, *Psychopathology, State of the Art Reviews, Therapy

The study of multiple personality is important because this disorder is severely disruptive to the individual and because further insights into other behavior disorders and the development of normal personality and behavioral functioning may emerge. A 26-year-old female experienced a conscious personality which determined the extent to which both she and a second personality controlled behavior. Her second personality was conscious only in the controlled behavior situation; the first personality appeared during the other time periods as blackouts. The dominant personality emerged following a traumatic childhood event and gradually assumed control of behavior for approximately 80% of a given time period. As in virtually all reported cases of multiple personality, striking and complementary differences in the sociability, roles, interests, temperaments, and levels of functioning were exhibited in the client's personalities. Multiple personality individuals often possess ambivalent attitudes toward each other and display additional psychopathology. Their childhoods are usually characterized by severe family discord or instability and by obvious psychopathology in at least one parent. Some success in treating multiple personalities has been reported by therapists with psychoanalysis, behavioral therapy, hypnotherapy, family systems therapy, and general supportive therapy approaches. (NRB)

ED 201 935 CG 015 162

Harris, Rubie J.

Relationship of Counseling Factors to Minority Females' Participation in Mathematics and Science.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TR-570

Pub Date—Nov 80

Grant—OB-NIE-G-79-0110

Note—177p.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Affirmative Action, *Black Students,

*Career Choice, *Career Counseling, Correlation,

Counseling Effectiveness, *Counselor Role,

*Females, High Schools, *Nontraditional Occupations, Racial Balance, Science Curriculum, Secondary School Mathematics

The underrepresentation of minority females in mathematics and science occupations raises questions about the role of secondary school counselors in the career choices of these students. Data from a mail survey of school counselors and guidance directors (N=125) were analyzed to examine the relationship of two dependent variables, i.e., enrollment of black female students in non-required mathematics courses and in non-required science courses and three independent variables, i.e., counselor demographic characteristics, characteristics of guidance programs, and counseling and guidance practices. None of the counselor demographic characteristics were statistically related to enrollment. In terms of the characteristics of guidance programs, only the "autonomy of counselors" variables were statistically related to both dependent variables. For counseling and guidance practices, the variable, "special efforts used to encourage black females to enroll in non-required mathematics and science courses," was significantly related to enrollment of black female students in mathematics courses. The variable, "amount of involvement counselors report in specific counseling and guidance practices," was statistically significant in relation to enrollment of black female students in non-required science courses. (NRB)

ED 201 936 CG 015 163

Clark, Nathan T. Hren, Richard F.

Role Constraints and Outcome Severity: Factors in Responsibility Attribution.

Pub Date—Sep 80

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accidents, *Accountability, *Attribution Theory, *Evaluation Criteria, Fines (Penalties), *Individual Power, Locus of Control, Punishment, *Responsibility, *Role Perception

The attribution of responsibility literature may suffer from the lack of an appropriate conceptual basis. Although past research has demonstrated the usefulness of Heider's levels of responsibility framework, one facet of Heider's theory that has received little attention is the justification level. Occupational role constraints and severity of outcome were manipulated as a test of Heider's justification level of responsibility for non-intended outcomes. Undergraduates (N=96) read one of four accident case reports in which either an ambulance or an automobile driven by a reporter swerved out of control, causing either minor or serious damage to a third party. Subjects rated the reporter as more responsible (especially in the severe outcome condition), less justified in his behavior, and also recommended the imposition of a larger fine. The severity factor interacted with the role factor only for the responsibility rating. Results demonstrated that the justification effect offers further support for the retention of severity as an important variable and indicates that a distinction should be maintained between the constructs of responsibility and punishment. (Author/NRB)

ED 201 937 CG 015 168

Lowman, Rodney L.

Constructing Relationships From Which to Change Organizations.

Pub Date—4 Sep 80

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - General (140) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Agents. *Change Strategies. *Consultants. *Helping Relationship. Individual Characteristics. *Organizational Change. Organizational Communication. Personality Traits. *Professional Services. State of the Art Reviews. Training Methods

Organizational consultants should attend to several issues when consulting as change agents for organizations. The client will have explicit ideas about the need for help and implicit expectations and fears about the role of the consultant. The consultant must probe, understand, and often change the client's preconceptions and expectations about consulting. In establishing a consultant-client relationship, the consultant needs to be aware of possible defensive reactions, including denial, immediate action demands, and control attempts. Three primary tasks faced in the preliminary phases of consultation are: (1) establishing a trust relationship; (2) making an assessment of the client system; and (3) sharing a futuristic image of the organization. Ideally, organizational consultants should be trained in settings in which they receive intensive supervised experiences in consultation, multiple opportunities to increase self-awareness and individual growth, and exposure to the diversity of organizational types and phenomena. (Author/NRB)

ED 201 938 CG 015 169

Greenberg, Reva M.

Older Women: The Meaning of Involvement With Family and Friends.

Spons Agency—Administration on Aging (DHEW). Washington, D.C.

Pub Date—25 Nov 80

Grant—AOA-90-A1202

Note—17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment). *Adult Development. *Aging (Individuals). *Developmental Stages. *Family Relationship. *Females. Friendship. Interpersonal Relationship. Life Style. Middle Aged Adults. Older Adults. Role Perception. *Self Actualization. Stress Variables

Identifiers—*Life Satisfaction

Because relationships with family and friends may cause stress for women, the effects of interactions with family, friends, and community on women's adaption to the experiences of aging are important. Interviews were conducted with 75 women between the ages of 44 and 77 who were educated, relieved of child-rearing responsibilities, and relatively unencumbered by income and social restraints. The late parental years, when children no longer live at home and husbands are still working, were investigated. Of the eight typologies of life-style orientations developed from data analysis, four typologies emerged most often: Paid Worker, Volunteer Worker, Uncommitted Worker, and Family Woman. The Paid Worker, Volunteer Worker, and Family Woman were deeply involved in their activities and scored high in life satisfaction. The Uncommitted Worker, in contrast, was less involved and scored lower in life satisfaction. Informal relationships correlated most significantly with life satisfaction: husbands, friends, children, siblings, parents, and grandchildren all played major roles in the women's lives. Most women viewed the late parental years as satisfying years of self-development. (NRB)

ED 201 939 CG 015 170

Richards, Bob

Transactional Analysis as a Conceptual Framework: Directed Individual Study in Contemporary Theories.

Pub Date—79

Note—32p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Emotional Development. Group Counseling. Individual Development. Individual Needs. Need Gratification. *Personality Theories. *Psychological Patterns. Psychotherapy. *Self Actualization. Self Concept. State of the Art Reviews

Identifiers—*Conceptual Models. *Transactional Analysis

The theory of transactional analysis (TA) originated by Eric Berne in the 1950's is typified by structural analysis and is comprised of the ego states

of Parent, Adult, and Child. Linkages are the life scripts of the individual. One ego state is usually in control at any given time. Pathology results when ego boundaries become rigid or break down and merge. Strokes, any unit of positive or negative recognition, are necessary for survival. Ways to structure time and obtain strokes include withdrawal, rituals, pastimes, activities, games, rackets, and intimacy. TA has primarily been used in group settings as well as dyads and small family groupings, and has as its goal the development of individual autonomy. (NRB)

ED 201 940 CG 015 171

Farrington, Keith Elliot, Joyce E.

In Search of the "Missing" Conceptual Framework in Family Sociology: The Social Conflict Framework.

Spons Agency—National Inst. of Mental Health (DHEW). Rockville, Md.

Pub Date—Oct 77

Grant—NIMH-13050

Note—50p.; Paper presented at the Annual Conference of the National Council on Family Relations (San Diego, CA, October 12-15, 1977).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Family (Sociological Unit). *Family Relationship. *Interaction. Interpersonal Relationship. *Research Methodology. *Role Conflict. *Social Behavior. *Social Influences. Social Science Research. Sociology. State of the Art Reviews

Identifiers—*Conceptual Models

The social conflict approach, i.e., any social situation in which social entities are linked by antagonistic social relations, constitutes a viable conceptual framework for studying the family. Increasingly, conflict is viewed as a central characteristic of family life. The social conflict framework can be used to study both social phenomena associated with the family as well as levels of family analysis: intra-individual role conflict, conflicts between family members, different groups within a social stratification, family units and external groups, and the family institution and other segments of society. A single conflict event can be conceptualized in terms of the issue, actors, interaction processes, relational context, cultural context, physical setting, and consequences. The social conflict approach emphasizes a basic social force heretofore largely neglected in family sociology. (NRB)

ED 201 941 CG 015 172

Colton, Stephen D. Oransky, Karol S.

Systems Theory: Movement from a Conceptual Perspective to a General Theory of the Family.

Pub Date—[79]

Note—27p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Science Research. *Family (Sociological Unit). *Family Life. Family Relationship. Group Experience. Prediction. *Research Methodology. *Social Behavior. Social Science Research. State of the Art Reviews. *Systems Approach. *Theories

Identifiers—*Conceptual Models

Recently, a surge of interest in the development of a general theory to coordinate the volume of literature dealing with the family has developed. Systems theory suggests that: (1) human systems experience constant interaction with other systems; (2) component parts of systems are valuable and influential; and (3) living systems operate to acquire useful information. Families are dynamic entities with complex structural rules to regulate the distance between members of a system. When systems theory is applied to the study of the family, its explanatory and predictive value can be realized in the form of proposition and testable hypotheses. Systematic organization of the ideas associated with systems theory promotes the advantageous use of universal terms and propositions toward explaining family behavior. A general systems theory may be useful in explaining and predicting patterns of family behavior. (Author/NRB)

ED 201 942 CG 015 173

Proceedings of the Annual Convention of the Ohio Council on Family Relations 1980.

Ohio Council on Family Relations. Columbus.

Pub Date—80

Note—71p.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Childhood Attitudes. Displaced Homemakers. *Employed Women. Family (Sociological Unit). *Family Relationship. Gerontology. *Home Management. *Mothers. Pregnant Students. *Sex Role. Social Influences. *Socialization. Violence

This compendium of papers presented at the 1980 convention of the Ohio Council on Family Relations is grouped into four major areas. Papers in the Family and Social Systems Section discuss spousal violence, psychological gerontology, and bureaucratization, i.e., the bureaucratic and technological influences on society. Materials in the Children's Relationships and Concerns section focus on young children's perceptions of mothers and teachers, body-build stereotypes in young children, children's sex-role socialization, and the effects of rapid technological changes on young people growing up in Africa. Articles in the third section, Integrating Careers and Families, explore the work motivations of mothers with infants, the plight of the displaced homemaker, and attitudes and control orientation in family management. The final section, Roles, Perceptions, and Judicial Involvement, consists of documents about reference group interaction and sex-role orientation, the current status of school-age mothers with respect to their continuing education, and the dilemma of the "super-mom." (NRB)

ED 201 943 CG 015 174

Frieze, Irene Hanson Knoble, Jaime

The Effects of Alcohol on Marital Violence.

Spons Agency—National Inst. of Mental Health (DHEW). Rockville, Md.

Pub Date—Sep 80

Grant—NIMH-R-01-MH-30193

Note—36p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aggression. Alcoholic Beverages. Antisocial Behavior. Attribution Theory. *Battered Women. Behavioral Science Research. Correlation. *Drinking. Drug Use. *Interpersonal Relationship. Marital Instability. *Spouses. *Violence

Although alcohol is frequently cited by battered wives and the general public as a cause of marital violence, few researchers actually propose a direct causal relationship between alcohol and marital violence. Interviews were conducted to investigate the role of alcohol in the violent marriages of 185 women and the nonviolent marriages of 89 control women. A comparison of the drinking behaviors of battering husbands and their wives to the drinking behaviors of nonviolent couples revealed that men in all groups drank more alcohol than women, while women were more likely to take prescription drugs. The most violent husbands drank more than other men. In terms of specific violent incidents, wives reported that about half of the violent men had been drinking, and that they had not been drinking before the assault. Most women considered alcohol to be related to violence. The results suggest that these women overestimate the contribution of alcohol to marital violence, perhaps as a way of excusing the violence or making the assaults seem temporary. Additionally, no relationship was found between women's violence and their drinking, while drug use in men was correlated with violence. (Author/NRB)

ED 201 944 CG 015 175

Bender, Red

Pre-Retirement Planning: Expected Implications for Participants in Programs with Varying Ideologies.

Pub Date—Nov 80

Note—25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers

(150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Adult Programs, Aging (Individuals), Community Programs, *Community Services, Continuing Education, *Participation, *Planning, Prevention, Program Design, *Research Needs, *Retirement, State of the Art Reviews

Identifiers—*Conceptual Models

The last decade has seen an increase in the number of organized pre-retirement planning programs. An exploratory model for examining such programs utilizes Warren's division of the community into five sectors to provide a conceptual community framework by which pre-retirement development can be analyzed. In the first sector, Production-Distribution-Consumption, pre-retirement planning programs appear to be more prevalent than in other sectors, i.e., companies and industries have developed pre-retirement programs for their employees. In the Socialization sector, pre-retirement programs have developed primarily through continuing education courses. Pre-retirement programs are included in the Social Control sector when the federal government has subsidized programs. The fourth sector, Social Participation, includes opportunities for individuals to participate in various community groups. The final sector, Mutual Support, includes health and welfare services; pre-retirement planning is infrequent in this sector because of its focus on crisis intervention. Major areas of pre-retirement needing further research involve studying program ideologies, examining the effect of research on existing and developing programs, and analyzing specific attitudinal resistance by non-participants. (NRB)

ED 201 945 CG 015 176
 Small, J. J.
Guidance and Counseling Research in New Zealand.

Pub Date—Dec 79

Note—46p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (1st, Victoria University of Wellington, December 7-10, 1979).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Career Guidance, Consultation Programs, *Counseling, *Educational Research, Evaluation, Foreign Countries, *Guidance, Literature Reviews, Measurement, Parent Counseling, *Research Methodology, Surveys
 Identifiers—New Zealand

This review of guidance and counseling research includes reports of hypothesis testing based on hard data and behavioral analysis designs, reports of surveys and evaluations, and comments and recommendations from reflections on experience and survey findings. The materials, originating from New Zealand between 1970 and 1979, are classified on the topics of: historical studies; surveys; service descriptions; personnel role descriptions; empirical studies of educational guidance, vocational guidance, vocational and social adjustments of exceptional children, and behavioral technology in the classroom; principles of counseling and vocational guidance; career programs; recommendations of behavioral approaches for special needs groups; social skills instruction; parent counseling; community counseling; directories of community resources; measurement; consultation; and evaluation. An extensive bibliography is also included. (NRB)

ED 201 946 CG 015 177
 Tigges, Leann M. And Others

Confidant Relations of the Aged.
 Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date—Nov 80

Grant—A-A-90-516-03

Note—23p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Aging (Individuals), Compensation (Concept), *Emotional Adjustment, *Family Relationship, Family Role, *Friendship, *Interpersonal Relationship, Middle Aged Adults, Older Adults, Parent Child Relationship, *Sex Differences, Siblings

The confidant relationship is a qualitatively distinct dimension of the emotional support system of the aged, yet the composition of the confidant net-

work has been largely neglected in research on aging. Persons (N=940) 60 years of age and older were interviewed about their socio-environmental setting. From the enumeration of their relatives, respondents identified those with whom they were very close. Asymmetry of gender was prevalent in confidant relationships with children and siblings. Females were more constrained by asymmetry of gender; asymmetry restraints were strongest for the never-married and weakest for widows and widowers. Females were most likely to be confidant relatives in all cases. Although findings revealed greater reliance for confidant relations among the family of procreation than among the family of orientation, siblings compensated for the absence of children and spouses. Support for the continued strength of relations with siblings during advanced age was also found. Relationships of the young-old with their old-old parents appeared less close than with their children. (Author/NRB)

ED 201 947 CG 015 178
 Cammann, Cortlandt

Diagnosis and Change or Change and Diagnosis.
 Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Attitude Change, Change Agents, *Change Strategies, *Consultants, Consultation Programs, Evaluation, *Identification, Intervention, *Organizational Change, Organizations (Groups), *Planning, Problem Solving, State of the Art Reviews

Organizational consultation is often viewed as a four-stage process: entry, diagnosis, intervention, and evaluation. A fifth stage, preparation of organizations to conduct diagnosis and change, is frequently neglected. In the preparation stage, organizational consultants must deal with resistance by creating conditions for the consideration of the effects of change. Consultants must help organizations to develop structures to facilitate diagnosis and change, and to build an understanding of the change process after initial diagnosis. Occasionally, significant intervention and change are needed prior to diagnosis, including some conditions in which: (1) diagnostic methods are unfamiliar; (2) individuals most affected by change do not normally interact in problem-solving; (3) the objective of the change process require changes in the organizational structure and process; (4) the organization is "under-bounded"; and (5) intergroup conflict exists. Consultants must recognize this preparatory dimension of their work; and the field of organizational consultation must also expand training, norms, and knowledge to help consultants effectively handle this aspect of their role. (NRB)

ED 201 948 CG 015 179
 Tarpey, Elizabeth And Others

Developing Academic Coping Skills for Minority Students.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Academic Achievement, *Academic Persistence, *Adjustment (to Environment), *Behavior Change, College Students, Coping, Course Descriptions, Goal Orientation, Higher Education, *Minority Groups, Program Descriptions, Self Concept, *Student Improvement, *Study Skills

This paper describes the Study Skills program at Southern Illinois University at Edwardsville, a project designed to help students from diverse backgrounds and educational experiences to successfully complete their undergraduate education. The materials focus on specific academic competencies such as taking notes, designing a self-management system, giving oral reports, completing assigned readings, and taking tests. Changes in the project class over the past 10 years are reviewed and the current class structure is presented in which students meet in small heterogeneous groups for 2 hours each week over a 10 week period. A labora-

tory learning environment is detailed in which students learn effective communication skills, assertion, and academic goal classification, and profit from specific experiences in goal setting, time management, and decision making. Findings from evaluations of the program are reviewed, indicating the students' improved scores on self-concept measures, study habits measures, and grade point averages. Student self-reports of easier adjustment to college life and greater self-assurance are also discussed. (Author/NRB)

ED 201 949 CG 015 180
 Pierskalla, Carol S.

The Children of Aged Parents: A Self Help Network.

Pub Date—Nov 80

Note—13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Adult Development, *Aging (Individuals), Coping, Emotional Adjustment, *Family Relationship, Gerontology, Individual Needs, *Parent Child Relationship, Problem Solving, Program Descriptions, *Self Help Programs, *Skill Development, *Training Methods

This paper describes a program providing support, education, and skill-building within a self-help format for the children of aged parents. The selection of the 18 initial program members, each with relatives living either in their homes, in a nearby location, or in nursing homes is reviewed. The 90-minute group sessions which met weekly for 8 weeks are outlined: techniques used in these sessions are described, including lectures, role playing, creative problem solving, panel discussions and guest speakers. The summer follow-up sessions are detailed, with an emphasis on the third session as a full day of training participants to become lay leaders for future groups. Comments on the seminar design are presented with examples of group members' responses to the program. Objectives of the program are outlined and the achievement of program goals is discussed. The adjustment process experienced by a family when a parent shows signs of mental or physical deterioration or after placing a relative in a long-term care facility is presented as a transition through the stages of loss, denial, acknowledgement, action, and acceptance, a process which provides a theoretical rationale for the effectiveness of the group networking method. (Author/NRB)

ED 201 950 CG 015 181
 Aithen, Gary

Orientation of Foreign Students.

Spons Agency—National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—80

Note—13p.

Available from—National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (Free, except for postage and handling)

Pub Type—Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, *Adjustment (to Environment), *College Environment, Cultural Differences, Foreign Student Advisers, *Foreign Students, Helping Relationship, Higher Education, Language Proficiency, Orientation Materials, *School Orientation, *Student Adjustment, Student Problems

This guide examines the problem of providing orientation for foreign students attending U.S. universities. Ideas and suggestions for the design and conduct of orientation programs are provided. Inherent constraints that may impair program success are enumerated, including erratic student arrival times, lack of motivation to participate in orientation, preoccupations, English proficiency, and difficulties in program evaluation; alternatives to complete reliance on formal programs are suggested. The goals of foreign student orientation are outlined and orientation topics are summarized in three categories: (1) practical information; (2) information about the U.S. academic system; and (3) ideas about adjustment to a new culture. Considerations for designing an orientation program are discussed as well as the roles of various personnel involved in foreign student orientation. The problem of financ-

ing orientation programs and the difficulty of program evaluation are also addressed. (NRB)

ED 201 951 CG 015 182

Kiernan, Bette Unger And Others

A Preventative Child Abuse Program.

Pub Date—Sep 80

Note—21p.: Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, Child Development, Child Neglect, *Fatherless Family, Group Dynamics, Helping Relationship, Mother Attitudes, *Parent Child Relationship, *Parent Counseling, *Prevention, Program Descriptions, *Psychological Needs

This article describes the Child Development and Parenting Program (CDP), a preventative child abuse program that assists single women who are pregnant or have preschool children to cope constructively with the problems of single parenting. The short-term goals of the program, i.e., providing education in child development and parenting skills and meeting the social and emotional needs of the mothers, are presented as means to achieve the long-term goal of preventing child abuse and neglect. The client population, single women at-risk for child abuse, is described and referral methods are noted. Weekly group meetings, in which staff and volunteers provide a group support system to diminish environmental, psychological, and social stresses associated with child abuse, are reviewed. Innovative techniques are discussed, including provision of meals, creation of a family atmosphere, facilitation of maternal-infant bonding, and utilization of multiple community resources. An evaluation of the 64 women referred to CDP over a 2 year period is included, reflecting the absence of abuse or neglect when the mother entered the program during pregnancy. (NRB)

ED 201 952 CG 015 183

Glynn, Thomas J.

Consultant Roles in a Federal Health-Related Agency.

Pub Date—Sep 80

Note—19p.: Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Consultants, *Consultation Programs, Federal Programs, *Health Services, Individual Characteristics, *Intervention, Public Agencies, *Role Perception, State of the Art Reviews, Technical Assistance

Most current theories about consultation may be subsumed under two models. In the purchase model, an organization defines its problem and hires a consultant. In the doctor-patient model, a consultant diagnoses an implied need and suggests remediation. A third approach, process consultation, recognizes the value of the clients' expertise in consultation. Approaches to consultation intervention employed by a consultant are: acceptant, catalytic, confrontive, prescriptive, or theoretical. Consultants must have a specific area of knowledge, certain emotional characteristics, and many skills to be successful. In the Division of Research of the National Institute on Drug Abuse, consultants are utilized as: (1) scientific and technical reviewers of grant proposals and contractual proposals; (2) participants on the National Advisory Council on Drug Abuse; (3) members of the Contractual Consultant Services; (4) consultants for the Technical Review/Research Analysis and Utilization System; and (5) consultants for the Division of Research Staff. In accordance with current theories, these consultant roles usually follow the purchase model, using prescriptive intervention with consultants possessing knowledge about a specific area. However, these consultants are task-oriented rather than problem-oriented, and their services are often provided indirectly through contractors rather than directly to the agency. (NRB)

ED 201 953 CG 015 184

Kuh, George D.

A Comprehensive Overview of Needs Assessment

In Student Affairs.

Pub Date—20 Jan 81

Note—64p.; Best copy available.

Pub Type—Guides - General (050) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Change Strategies, College Housing, Consultants, *Evaluation Methods, Higher Education, *Needs Assessment, Planning, Problem Solving, Program Evaluation, *Psychological Needs, *Student Needs, *Student Personnel Services, Student Personnel Workers

This paper presents a problem-focused needs assessment process for use by student affairs personnel. A comprehensive perspective of the needs assessment process is recommended, which views needs assessment as a necessary step in program planning, implementation and debriefing. Five types of needs assessment are identified and explained: (1) stakeholder perceptions; (2) program or policy justification; (3) satisfaction indices; (4) participative policy making; and (5) measurable improvement. Democratic and discrepancy definitions of needs assessment are enumerated and ways to overcome these difficulties are suggested. Major themes are outlined to provide a general framework for the work of a needs assessment team as well as the questions which must be answered. A review of the skills and staff required for assessing needs is followed by a brief discussion of the merits of internal and external needs assessors. The appendices contain instrument categories for data collection and outline major steps in the use of observation techniques, questionnaires, surveys, interviews, and existing documents. (NRB)

ED 201 954 CG 015 185

Kuh, George D. Walsh, Esther

An Assessment of the Learning Disposition of Resident Students at Indiana University-Bloomington.

Pub Date—1 Feb 80

Note—38p.; Appendix B not filmed due to marginal reproducibility.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Environment, *College Housing, Dormitories, *Group Experience, Higher Education, *On Campus Students, *Resident Assistants, *Role Perception, Student Development, Student Needs, *Student Personnel Services

Identifiers—*Indiana University

Because residence life supplements the students' classroom experiences with personal and group learning related to cognitive, affective, and physical development, the appropriate role for residential living units in the Indiana University community was explored. The learning disposition of students living in the residence halls was examined, including students' acclimation to different life styles, interpersonal relationships, study habits, individual responsibility, sensitivity to cultural differences, social skills, and academic performance. Residents (N=285) and residence life staff (N=18) randomly selected from three residence centers completed interviews or evaluation questionnaires. Results showed that, although study conditions in the halls were reported as satisfactory, students who earned higher grades studied more and at different locations than their rooms. Many residents were uncertain as to whether residence life staff and programs could or should influence certain dimensions of their learning disposition. Many students did not appear interested in expending the effort to increase their functioning along many of the dimensions although the behaviors were considered important. The majority of residents reported that activities related to the learning disposition dimensions and increased study time were not appropriate foci for residence life staff. (NRB)

ED 201 955 CG 015 186

Garris, Donald L. Nivens, Maryruth K.

Helping Skills: An Experientially Based Training Model.

Pub Date—78

Note—142p.; Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Counselor Training, *Experiential Learning, *Feedback, *Helping Relationship, Higher Education, *Human Services, Individual

Development, Instructional Materials, Lesson Plans, Models, *Skill Development, *Training Methods, Training Objectives

This paper presents a training model for the acquisition of helping skills, which stresses that participants be themselves and develop a personal facilitative style of helping. The model, originally designed for a master's-level counseling pre-practicum, utilizes a continuous flow of feedback among participants, their peers and instructors. The sequential lectures and activities included in this manual are designed to integrate self-awareness, helping attitudes, and basic facilitative skills through an 11-module instructional format. This instructor's manual includes specific lesson plans for the presentation of each module as well as readings, activities, and evaluations where applicable. The goals of training, the structure of the training manual, and recommended training guidelines are also briefly discussed. (Author/NRB)

CS

ED 201 956 CS 005 802

Reading Competencies Study.

Florida State Reading Council.

Pub Date—81

Note—46p.: Some pages may not reproduce well due to small type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education,

*Reading Instruction, *Reading Research, *Reading Teachers, *State Surveys, Teacher Attitudes,

Teacher Background, *Teacher Qualifications

Identifiers—*Teacher Competencies

The research methodology and findings of a statewide survey designed to determine the specific competencies deemed essential by reading professionals are detailed in this report. Specific information supplied in the report includes (1) a description of the model for developing competencies for reading teachers, (2) the limitations of the study, (3) a description of the questionnaire used, (4) a description of the respondents to the questionnaire, and (5) the results of the survey. Appendixes contain tables of data with the results of the survey represented in percentages, a copy of the questionnaire, and comments from the respondents. (FL)

ED 201 957 CS 005 968

Klare, George R. Schumacher, Gary M.

Student Behavior While Reading from Text.

Pub Date—Apr 81

Note—21p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Instructional Materials, *Layout (Publications), *Readability, Readability Formulas, Reading Comprehension, Reading Research, *Research Methodology, Research Needs, *Textbook Publication, *Textbook Research, *Textbooks

Identifiers—*Typography

Writing, editing, and printing texts for schools has been the accepted role of publishers, while text researchers have concentrated on typography, content, and readability. The hundreds of readability formulas now available make readability the most sophisticated of these three areas. Research in reading comprehension suggests that publishers should consider factors other than readability when writing or editing texts, such as reading preferences, incentives, reading interests, and prior knowledge. Text researchers need to develop methodologies which (1) allow readers to study textual materials that are directly relevant to their current goals, (2) allow researchers to study the processing involved in longer text passages, (3) allow researchers to monitor actual studying activities as the readers are processing the text, and (4) allow researchers to assess the influence of various text design features and modifications. One such methodology involves producing booklets with chapters from student texts, some with questions inserted in the text, some without. The reading materials are placed on a platform with a mirror that reflects eye movements of the reader into a videotape camera placed above the reader's shoulder. Despite limitations, this methodology may be helpful to both text researchers and publishers. (HTH)

ED 201 958 CS 005 983**Project SCORE: A Tutorial Reading System for the Learning Handicapped Student.**

South San Francisco Unified School District, Calif.
Spons Agency—Department of Education, Washington, D.C.

Pub Date—5 Nov 80

Note—31p. Several sections may be marginally legible due to small type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disabilities, Elementary Secondary Education, Paraprofessional School Personnel, *Phonics, Program Descriptions, Reading Difficulties, *Reading Programs, *Remedial Reading, *Sequential Approach, Validated Programs, *Word Study Skills

Identifiers—National Diffusion Network Programs.

*Success Controlled Optimal Reading Experience Project Success Controlled Optimal Reading Experience (SCORE) is a sequential phonics program designed to teach students of any age who are deficient in basic word attack skills or who are reading below the fourth grade level. Performance objectives of the program include student mastery of sound blending, short and long vowels, blends, diphthongs, and 65% of the basic sight words. This information packet contains the following information concerning Project SCORE: (1) an explanation of how the project meets concerns about school improvement programs and proficiency standards, (2) a description of the project and of the evaluation procedures, and (3) a list of schools that have adopted the project. (FL)

ED 201 959 CS 005 998

Richardson, Judy S.

Adolescent Literature as a Vehicle for Developing Comprehension and Composition Skills.

Pub Date—Dec 80

Note—9p. Paper presented at the Annual Meeting of the American Reading Conference (1st, Sarasota, FL, December 4-6, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Classroom Techniques, Junior High Schools, Junior High School Students, *Listening Skills, *Reading Comprehension, Reading Instruction, *Reading Skills, *Writing Instruction, *Writing Skills

C. Smith's "read a book in an hour" procedure for the development of listening and reading comprehension and B. Beyer's "hamburger writing" procedure for the development of composition skills formed the basis of a teaching technique that provided students with problem solving tasks, a procedure for writing compositions, and exposure to a classic adolescent novel within a limited time. The technique was used with 22 seventh and eighth grade students enrolled in a summer enrichment program that lasted only four weeks. The technique was used in conjunction with the novel, "The Day No Pigs Would Die," by R. N. Peck. The teacher introduced the novel by reading the title, showing the book cover, and sharing her impressions of the work. She next read the first chapter aloud and conducted a class discussion about the main idea, setting, supporting details, characters, and conflicts. Eleven chapters were assigned for silent reading by groups composed of two students each, with the teacher reading the next chapter aloud, and all of the students reading the concluding two chapters silently. Next, the groups shared their synopses of each chapter as the class discussed them. The teacher then introduced "hamburger writing" (in which paragraph parts are identified with parts of a hamburger) and students wrote two-paragraph compositions using the technique. Both the teacher and the students favorably evaluated the technique. (FL)

ED 201 960 CS 006 039

Tevis, Glenn

The Connection between Print Awareness and Concepts of Reading in Young Children.

Pub Date—Apr 81

Note—30p. Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (13th, Portland, OR, April 10-12, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Concept Formation, Developmental Stages, Early Childhood Education, Language Acquisition, *Prereading Experience, Preschool Children, *Reading Aloud to Others, *Reading Readiness, *Reading Research, Word Recognition

Identifiers—*Print Awareness

A study investigated the relationship between reading to a child, the child's awareness of print, and the child's concept of reading. Twenty-four kindergarten children and 24 three-year-old children at a day care center were randomly assigned to three groups. Three times a week for four weeks, each child in each group was read a book in a one-to-one situation. Those children in the first group received the "active" treatment, with the reader pointing to the text and commenting about it. Children in the second group received the "passive" treatment, with the reader indicating the text but making no comments about it. The children in the third group served as a control, with the reader neither pointing to the text nor commenting on it. After the four-week treatment period, all children were tested for their concepts of reading and print. The results suggested that small amounts of directed attention to print and to the reading act over an extended period of time could help a young child form an accurate concept of reading—one that includes the understanding that people read words. (FL)

ED 201 961 CS 006 042

Quattrini, J.

Instructional Use of the Cloze: Theory into Practice.

Pub Date—Dec 80

Note—25p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cloze Procedure, Context Clues, Error Analysis (Language), *Reading Comprehension, *Reading Instruction, Reading Research, Reading Tests, *Teaching Methods, Theories

Identifiers—*Theory Practice Relationship

Drawing from an overview of cloze research, this paper sets forth the thesis that the validity of the cloze technique and its usefulness as a measuring device have been clearly established, but its usefulness as a teaching device has not been so determined. Salient points of research are summarized as follows: (1) if rates of developing understanding vary with the student and with the connective, (2) if gains in understanding continue beyond age 12, (3) if types of errors reflect varying levels of understanding, and (4) if understanding connectives is important to reading comprehension, it follows that systematic instruction in context clues, structure words, and other aspects of syntactic relationships should yield increases in reading comprehension scores, regardless of the measures used. A scheme of eight types of context clues is then established, followed by various techniques to translate theory into practice. On the premise that context determines meaning, the paper next shows how an efficient means of transferring learning would be to develop new retrieval systems for the information the student already has. The paper views using context clues as hypothesis-testing and argues that the global communication skills are teachable and learnable through direct instruction by the cloze technique in any content area classroom. The paper concludes with recommendations for instructional applications at any grade level and a note about future research. (FL)

ED 201 962 CS 006 044

Galda, S. Lee

The Development of the Comprehension of Metaphor.

Pub Date—Apr 81

Note—26p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, Adolescents, *Age Differences, Child Development, Children, *Cognitive Processes, *Comprehension, *Developmental Stages, Difficulty Level, Language Acquisition, *Metaphors

Comprehension of metaphor was examined in 36 children ranging in age from 55 months to 186 months. The subjects were audiotaped while answering questions about a target sentence that was

contextually anomalous. Five pictures were drawn to accompany each story, two relating to the literal meaning of the target sentence, two to the metaphorical meaning of the target sentence, and one with no apparent connection to the story. Children's responses were analyzed for evidence of literal comprehension through picture manipulation, of metaphorical comprehension through picture manipulation, and of metaphorical comprehension through verbal explanation. Six general stages of comprehension were observed in the study and were found to be compatible with those stages described by J. Piaget. The stages ranged from difficulty with literal comprehension to an immediate understanding and verbal explanation of the metaphorical relation. The stages were developmentally linked in that both the depth of understanding and the ability to explain metaphorical structures increased with age. (RL)

ED 201 963 CS 006 045

Petersen, Anne C.

Sex Differences in Performance on Spatial Tasks: Biopsychosocial Influences.

Pub Date—Nov 80

Note—42p. Paper presented at the Annual Meeting of the Orton Society, Inc. (31st, Boston, MA, November 11-15, 1980). Not available in paper copy due to marginal legibility of original document. Sponsored under a grant from the Spencer Foundation.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Science Research, Cognitive Development, Females, High Schools, High School Seniors, Individual Development, Males, *Maturity (Individuals), Parent Influence, *Performance Factors, Reading Research, *Sex Differences, Sex Role, Sex Stereotypes, *Spatial Ability, *Visualization

As part of an ongoing study of sex differences in spatial ability, three preliminary hypotheses on parental socialization, sex role socialization, and biological explanations were tested, using 139 high school seniors as subjects. The early findings indicated that there was no support for the hypothesis that boys and girls differ in how they view their involvement with their parents, though some parent behaviors, particularly those involving support and warmth in the parent-child relationship, were related to higher spatial performance. In addition, there was no support for the hypothesis that adolescents who reported preferring sex-typed activities and interests also were sex-typed in their performance of spatial tasks. Both boys and girls reported preferring sex-appropriate sex-typed activities and interests, but this overwhelming sex difference was unrelated to spatial ability. The final hypothesis tested—that timing of maturation exerted influence on spatial ability—was confirmed. Analyses indicated that higher spatial ability was related to later maturation. An incidental result of this preliminary research was the observation that volunteer samples for such research in spatial ability may be biased, since low ability males tended to drop out more frequently from such studies than did low ability females. (RL)

ED 201 964 CS 006 051

Frederiksen, John R.

A Componential Theory of Reading Skills and Their Interactions. Final Report.

Bolt, Beranek and Newman, Inc., Cambridge, Mass. Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—BBN-4649

Pub Date—Apr 81

Contract—400-76-0116; N00014-76-C0461

Note—151p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cognitive Processes, Componential Analysis, Longitudinal Studies, *Models, *Performance Factors, Predictor Variables, *Reading Ability, Reading Processes, *Reading Research, *Reading Skills, Secondary School Students, Theories

A project was organized to understand and identify basic variations in reading ability by its information processing components. Focusing on three major processing levels in reading-word analysis,

discourse analysis, and integration of word/discourse analysis—preliminary research identified perceptual and cognitive skill components of reading and formulated techniques for measuring those skills. Based on data from 48 high school students, the measurements and statistical analyses ultimately focused on eight basic components of reading: letter encoding, multiletter encoding, phonemic translation, lexical access, use of context, predictive extrapolation of a discourse representation, sensitivity to topicality in text, and semantic integration of antecedents within a discourse representation. Factor analysis evaluating the model established the relationship of the reading components to conventional reading tests and to other cognitive abilities. Research then was directed at developing a causal model for the interactions among the reading components, yielding a number of alternative interactive theories. The proposed independent effect of automaticity at the word analysis level on discourse processing components was interpreted as supporting a resource sharing model for process interaction. (Sections of this report describe the general theoretical framework of the project, the structural models and the analysis of covariance structures, the component analysis of reading skills, analysis of component interactions, and the examination of the reading ability construct.) (RL)

ED 201 965

CS 006 056

Neuman, Susan B.

Skills Management Systems: A Direct Descendant of the Mastery Learning Theory?

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Reports - Evaluative (142) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Individualized Reading, *Mastery Learning, *Program Evaluation, *Reading Instruction, Reading Programs, Skill Development Identifiers—*Blooms Mastery Teaching Strategy, *Skills Management System

Authors of skills management systems may have misinterpreted and misapplied Benjamin Bloom's theory of mastery learning in developing their systems for teaching reading. Skills management procedures are inconsistent with Bloom's theory in the areas of management, learning tasks, skills hierarchy, and instructional methods. In addition, the four elements in teaching a skill—cues, reinforcement, participation, and feedback/correctives—are not systematically used in any management system that has been developed thus far. New instructional programs are needed that conform more closely to the mastery learning theoretical model, emphasizing the individual learner's style and pace of knowledge acquisition, if a true test of Bloom's theory is to be applied to the teaching of reading. (AEA)

ED 201 966

CS 006 058

Hart, Karen J.

Do Television Commercials Offered During Children's Viewing Hours Require Any Reading Skills?

Pub Date—Apr 81

Note—21p.; M. A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Television, Content Analysis, Elementary Education, *Reading Research, *Reading Skills, *Television Commercials, *Television Viewing

A study was conducted to evaluate television commercials based on their reading (or print) content. Commercials aired on the three major networks during Saturday morning programming were viewed for six consecutive weeks. Each commercial was analyzed to determine how it used printed words to sell a product. The results revealed that the printed word was virtually nonexistent in commercials aimed at children. (FL)

ED 201 967

CS 006 059

Fargo, G. A.

The Power of Literacy: Applied to Traditional Birth Attendants, Saulteaux-Cree Indians and Hawaiian Children.

Pub Date—Jan 81

Note—19p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (48th, Claremont, CA, January 16-17, 1981).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Vocabulary, *Cultural Context, Cultural Influences, *Cultural Traits, *Functional Literacy, Hawaiians, Literacy, *Literacy Education, Reading Instruction, Teaching Methods, Vocabulary Development

Identifiers—Cree (Tribe), *Freire (Paulo)

The literacy training strategy of the Brazilian educator Paulo Freire has gained a great deal of recognition over the past 15 years. In Freire's method, the context of the learner's life is carefully studied to find the critical issues in the formulation of dialogue between teacher and learner. A basic vocabulary then is generated to insure power to change the learner's life. From this, instructional materials are generated to help the illiterate learners to read those items that will lead them to understand their world. This method would appear to be especially appropriate for three specific illiterate populations: (1) the traditional birth attendants who deliver most of the children around the world and who have a very powerful and unhealthy influence on third world health care; (2) the Saulteaux-Cree Indians in British Columbia, Canada, who have resisted the "paternalistic" education of the dominant Anglo culture in order to maintain their own culture; and (3) Hawaiian children who enter school with a cultural orientation toward listening respectfully and not asking questions, which is often misconstrued as disinterest or a learning disability. (HTH)

ED 201 968

CS 006 061

Allinder, Diane

The Effect of Instruction Using Expository Materials on Reading Comprehension with Fifth Graders.

Pub Date—Apr 81

Note—47p.; M. A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basal Reading, Classroom Techniques, *Content Area Reading, Grade 5, Intermediate Grades, Reading Achievement, *Reading Comprehension, *Reading Instruction, Reading Materials

Identifiers—*Adjunct Aids

A study investigated whether students instructed with expository (content area) materials in conjunction with the narrative materials used in the reading program would differ in reading comprehension achievement from students who were instructed with the narrative materials only. A control group of 19 fifth grade students was taught according to a school district's curriculum guide and using only basal readers. An experimental group of 20 fifth grade students was taught in the same manner, with additional emphasis placed on content area reading activities. The results showed that the experimental group achieved significantly higher scores on a post-test measure of reading comprehension, suggesting that the use of expository materials as an addition to the reading program could result in an increase in reading comprehension. (FL)

ED 201 969

CS 006 063

Chastain, Garvin And Others

Visual and Acoustic Confusability of Target Letters and the Word Superiority Effect.

Pub Date—81

Note—11p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, CO, April 29-May 2, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Auditory Discrimination, Cognitive Processes, College Students, Decoding (Reading), Error Patterns, *Letters (Alphabet), Psycholinguistics, *Reading Research, *Recognition (Psychology), *Visual Discrimination, *Word Recognition

Identifiers—*Interference Effects

The hypothesis that word context reduces visual rather than acoustic confusion between possible targets was tested in a series of experiments. All involved tachistoscopic presentation of letter strings followed by a pattern mask. Data from eight college students showed that target letters that are confusable only visually and acoustically ("b" and "p") produced no greater word superiority effect (WSE) than targets that are confusable only visually ("c" and "g"). Accordingly, six new subjects demonstrated a WSE with "c" and "g," but none with acoustically similar but visually dissimilar "d" and "t." A final experiment with eight new subjects showed a WSE with only nonhomophones ("duck"-"duck"). It was concluded that the WSE has a visual but not an acoustic basis. However, if targets are acoustically identical as well as visually confusable, the WSE is eliminated. Apparently some disruption, possibly in storage, occurs with acoustically identical targets but not with acoustically similar ones. (RL)

ED 201 970

CS 006 064

Pace, Ann Jaffe

Comprehension Monitoring by Elementary Students: When Does It Occur?

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Based on grant from the Research Council of the University of North Carolina at Greensboro.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Elementary Education, Elementary School Students, Grade 2, Grade 4, Grade 6, *Knowledge Level, *Metacognition, *Questioning Techniques, *Reading Comprehension, Reading Processes, *Reading Research, Self Evaluation (Individuals)

Identifiers—*Reading Strategies

The effect of passage topic and task demands on elementary school students' monitoring of their own comprehension was examined. Second, fourth, and sixth grade students read a short passage about a well-known event (playing checkers) or one about which they had little existing information (making lye soap). Half of the students in each grade were presented with questions about their passage before they read it, while the others saw the questions only after reading. Students in the first condition could consult the questions while reading; all participants could refer to the passage read when answering comprehension questions. Students' spontaneous efforts to engage in either of these behaviors were recorded. Very few participants consulted the questions while reading, although more sixth grade students did so, as did more of the students who read the passage about the unfamiliar event. Significantly more students who read the lye soap story referred to the text when responding to comprehension questions than did students who read the checkers passage. Comprehension of the story about the more familiar situation was better; and sixth grade students answered more questions correctly than did second or fourth grade students. (RL)

ED 201 971

CS 006 065

Stern, Paula R. Shavelson, Richard J.

The Relationship between Teachers' Grouping Decisions and Instructional Behaviors: An Ethnographic Study of Reading Instruction.

Pub Date—Apr 81

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ability Grouping, Classroom Research, Grouping (Instructional Purposes), Intermediate Grades, Labeling (of Persons), Reading Ability, *Reading Instruction, *Reading Research, *Reading Teachers, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

An ethnographic study of small group reading instruction was conducted to learn how teachers' judgments of students' abilities influenced the way they grouped students for reading instruction and the effects of these grouping practices on teachers' planning and instructional behaviors. Two teachers and 20 students were observed over the course of a six-month period in a team-taught fifth/sixth grade classroom at a university affiliated elementary

school. The results indicated that teachers group students on the basis of their reading ability. Once grouped, the group and not the individual child became the unit for many teaching decisions. Teachers' plans for the low-ability group differed considerably from their plans for the high-ability group. Procedures, decoding and basic comprehension skills, and highly structured assignments were prescribed for the low-ability group, while flexibility in procedures and assignments and an emphasis on sophisticated comprehension skills were stressed for the high-ability group. (RL)

ED 201 972 CS 006 066

Meyer, Bonnie J. F.

Prose Analysis: Procedures, Purposes, and Problems. Research Report No. 11.
Arizona State Univ., Tempe. Dept. of Educational Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date—Apr 81

Grant—NIMH-MH-31520

Note—82p; Prose Learning Series. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Processes, Comparative Analysis, *Discourse Analysis, Models, *Reading Comprehension, *Reading Research, Recall (Psychology), *Research Methodology
Identifiers—*Schema Theory, *Story Grammar

The first part of this paper on prose analysis explains how structural analysis of text can be used in reading research. This explanation focuses on three methodological uses of prose analysis: (1) the identification of the content and organization of the text for use in a scoring system, (2) the measurement of variations between the text and the reader's comprehension of text, and (3) the identification of a significant dimension on which to characterize text selections to aid in appropriately generalizing research results. The next portion of the paper examines B. J. F. Meyer's approach to prose analysis, including her descriptions of three levels of expository text, treatment of five basic logical relations in exposition, and procedures for building prose-content structures. A detailed comparison is then made of the procedures and scoring systems used by W. Kintsch and by Meyer. The concluding section of the paper examines recent data clarifying discourse types, particularly time-narration and logic-exposition connections and the processing effects of different schemata. (RL)

ED 201 973 CS 006 067

Vande Kopple, William J.

Comparing Stylistic Traits of Two Medical Journals: An Exploration into Factors of Readability.
Pub Date—[77]

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Analysis, Content Analysis, Discourse Analysis, *Paragraph Composition, *Readability, *Reading Research, *Scholarly Journals, Sentences, Sentence Structure, Syntax

Identifiers—*American Journal of Medicine, British Medical Journal, *Coherence, Cohesion (Written Composition)

Excerpts from articles in the "British Medical Journal" and "The American Journal of Medicine" were compared to determine which journal was easier to read and what stylistic traits might account for such ease. Nine paragraphs from the discussion sections of articles on hypertension were taken from each of the journals. When these paragraphs were evaluated by nine people who had little or no prior experience in reading medical journals and ten people who had read medical journals frequently, 14 of the 19 readers indicated that the British paragraphs were easier to read. Further analyses of the sentences and paragraphs showed that the British prose tended to have fewer words before the first subject of the first main clause, fewer words before the first full verb in the first main clause, less use of passives (and fewer "reversible" passives), nominalizations of verbs that were more easily understood and repeated more frequently, and nominalization constructions whose agents were more obvious than those in the American prose. The stylistic difference

that was considered most important was the "web of sentence topics" in the paragraphs. Of the 57 topics in British paragraphs, only eight were unrelated to previous topics or information stressed in the immediately preceding sentences. In contrast, the American prose contained 28 unrelated topics within the 64 topics used in the paragraphs. (RL)

ED 201 974 CS 006 069

Califf, James I.

The Relationship of Intelligence, Visual Problems and Neurological Organization to Reading-Learning Disabilities.

Pub Date—[72]

Note—95p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Intelligence, Intelligence Quotient, Intelligence Tests, *Learning Disabilities, Neurological Impairments, *Neurological Organization, *Parent Influence, Reading Achievement, *Reading Difficulties, *Reading Research, Remedial Reading

A study was conducted to collect information on the origins of reading and learning disabilities and on the characteristics of learning disabled children. Data were collected from case histories and evaluation and follow-up reports for 372 learning disabled subjects, aged 6 to 22 years. Characteristics of the subjects were similar to those of dyslexic, hyperkinetic, minimally brain damaged, and perceptually handicapped children. The evidence collected indicated the following conclusions: (1) the general origin of reading disabilities appears to be parental blood incompatibilities complicated by various prenatal difficulties; (2) the effect of these problems is neurological disorganization, which caused 80% of the subjects to have losses of a year or more in reading and spelling levels; (3) 98% of the children had average or better intelligence; (4) school retention causes further losses in reading achievement; (5) gains made from remedial programs are retained; and (6) it is hard to determine the effect of neurological disorganization on reading achievement because poor teaching and the frustration of failure can also depress reading achievement. (Extensive appendixes contain materials used in the study.) (HTH)

ED 201 975 CS 006 072

Bean, Rita M. Crouse, Russell

Comparative Difficulty of Verbs and Other Words in a Beginning Reading Vocabulary.

Pub Date—Mar 81

Note—10p; Paper presented at the Annual Meeting of the Georgia Council of the International Reading Association (6th. Atlanta, GA, March 5-7, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Context Clues, Intelligence Differences, Kindergarten, Kinesthetic Methods, *Language Acquisition, Language Research, Phonics, Primary Education, *Reading Research, Teaching Methods, *Verbal Learning, *Verbs, *Vocabulary Development

A study was conducted to determine if verbs were learned as easily as other words by primary school children. One hundred eight kindergarten children were divided into high, medium, and low I.Q. ranges and each range group was further divided—one group for each of three testing methods at each intelligence level. A list of words including 25 random verbs was presented in three instructional methods. The phonic method consisted of individual letter-sound presentations. In the kinesthetic method, the teacher and child together traced each word using the index finger, with the child saying the word while tracing it. In the meaningful context method, a sentence or phrase containing the word was printed on the back of a card. The word was spoken by the teacher, then the sentence was read, with particular emphasis on the specific word. Each child was asked to identify the words presented at the end of instruction on the first and second day. On the third day, each child was asked to identify the words for a delayed recall score. The results of the study, unlike earlier studies, indicated that verbs were not more difficult to learn than other words. No one instructional method proved more effective than another in learning, regardless of the intelligence levels of the children. (HTH)

ED 201 976 CS 006 073

Truman, Diane L.

The Effects of Pictorial Aids on Inferentially-produced Interference in Younger and Older Children's Sentence Learning.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—WRDCIS-TR-573

Pub Date—Mar 81

Grant—OB-NIE-G-81-0009

Note—161p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Age Differences, Elementary Education, Error Analysis (Language), Error Patterns, *Language Processing, Learning Processes, *Pictorial Stimuli, Psycholinguistics, *Reading Research, *Recall (Psychology), *Sentences, Visual Measures

Identifiers—*Interference Effects

As part of a series of studies dealing with varieties of interference in sentence learning as assessed by multiple choice tests, a study was undertaken to explore the effects of pictures on inferentially produced interference in recognition memory for sentence information. The subjects were 104 first grade students and 104 fourth, fifth, and sixth grade students. The design consisted of two levels each of age (younger or older), strategy (pictures or no pictures), the contextual relationship of distractor and test question (related or unrelated), and item type (explicit or implicit). Students in the experimental group were shown pictures while hearing tape recorded sentences. The pictures displayed all sentence information except that which would later become a multiple choice distractor. Students in the control group heard the sentences but did not see pictures. All subjects were given a multiple choice recognition test concerning the content of the sentences. The results indicated that pictures had a strong, positive effect on learning for both younger and older subjects—even when there was potential interference from related materials. The findings support the notion that pictures enhance the distinctiveness of target information rather than increasing the likelihood of confusing the information with distractors. (Appendixes contain the materials used in the study and tables of raw data.) (FL)

ED 201 977 CS 006 074

Mathews, Samuel R., II

Age Related Effects of the Interaction of Prior Knowledge and Text Structure on the Recall of Prose.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—WRDCIS-TR-569

Pub Date—Apr 81

Grant—OB-NIE-G-81-0009

Note—114p; Appendix G may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Age Differences, Elementary Education, Grade 4, Grade 8, Interaction, *Prior Learning, *Reading Comprehension, *Reading Research, *Recall (Psychology)

Identifiers—*Text Structure

A study assessed the effects of text structure and prior knowledge about its content on comprehension and recall of text by fourth and eighth grade students. Three groups, each with 15 students, were tested at each grade level. Subjects in the prior knowledge group heard and mastered a passage on one day and then heard, freely recalled, and answered probe questions about a target passage on the next day. The prior knowledge passage and target passage were written so that information in the former was related to information in subordinate levels of the latter. An unrelated knowledge group heard and mastered a passage unrelated to the target materials on one day and performed the same tasks as the prior knowledge group on the next day. A control group participated only in the target passage tasks. The results showed that both the accessibility (free recall) and the availability (probe questions) of information by the fourth grade subjects were affected by prior knowledge. These effects were not present, however, with the eighth grade subjects. The difference between age groups is consistent with the notion that children become more text bound in their comprehension as they move through

school. (Author/FL)

ED 201 978 CS 006 075

Tutor Handbook. Reading Effectiveness Program.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—[67]
Note—115p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary School Students, Elementary Secondary Education, High School Students, Instructional Materials, *Language Experience Approach, Learning Centers (Classroom), Lesson Plans, Oral Reading, *Reading Diagnosis, *Reading Instruction, Reading Readiness, Reading Skills, Teaching Guides, *Tutoring, *Tutors, *Word Study Skills

The five sections of this handbook contain reading tutor training materials, with each section listing behavioral learning objectives specific to a particular instructional situation. The first section defines the role of the tutor, sets forth general principles for successful tutoring, presents examples of interest inventories for elementary and secondary students, and identifies reading readiness skills. The second section briefly describes the language experience approach (LEA) to reading, suggests specific LEA activities, identifies reading skill areas, offers several ways to identify reading level, and suggests using oral and directed reading lessons. The third and fourth sections present specific lesson plans for teaching word recognition and for teaching reading comprehension and study techniques, while the last section focuses on preparing and using instructional aids such as audiovisual materials and learning centers. (AEA)

ED 201 979 CS 006 076

Program Planning Design. Reading Effectiveness Program.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—[75]
Note—169p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Educational Assessment, *Evaluation Methods, Intermediate Grades, Models, *Needs Assessment, Primary Education, Program Design, *Program Evaluation, Reading Instruction, *Reading Programs, Reading Teachers

This book presents an organizational model for reading program development. Following an overview of the program-planning/needs-assessment design, two sections of the book explain the step-by-step procedures of the model, focusing first on program planning, then on needs assessment. The section on program planning discusses ways of identifying and evaluating reading program goals and objectives, instructional objectives, teaching/learning activities, program modifications, evaluation procedures, staff development, test information, and parent, community, and business involvement. The section on needs assessment offers information and forms for surveying student attitudes toward reading, conducting student interest inventories, evaluating student learning modes and processing styles, and surveying participants in the program, including teachers, instructional assistants, parents, and the community. Appendixes contain staff development interaction worksheets, statements of skills and objectives for reading instruction in kindergarten through grade six, and the steps involved in writing a plan of action for a reading program. (RL)

ED 201 980 CS 006 077

Parents-School: A Good Relationship. Instructional Guide for Parents.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—Jul 80

Note—35p.; For related documents see CS 006 078-080.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary School Students, Elementary Secondary Education, High School Students, *Parent Participation, *Parent School Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation, Student Motivation, Teacher Aides

The purpose of this manual is to assist parents in developing better home-school relationships. The ten chapters deal with various aspects of those relationships, including the following: (1) the need for

parents and teachers to work together, (2) productive parent-teacher conferences, (3) parent and teacher expectations of each other, (4) the importance of communication, (5) parents as paraprofessionals and as initiators of home-school relations, (6) children's academic and behavioral problems, and (7) protecting overorganized children. (AEA)

ED 201 981 CS 006 078

Building Blocks: Reading Readiness Activities. Parent Participation - A Formula for Success.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—Aug 80

Note—29p.; For related documents see CS 006 077-080.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary School Students, Elementary Secondary Education, High School Students, *Learning Activities, Learning Readiness, *Parent Child Relationship, Parent Influence, *Parent Participation, Parent Workshops, Preschool Children, *Reading Readiness, Student Motivation

As part of a series of manuals prepared for reading education workshops for parents and educators, this booklet focuses on reading readiness activities. Divided into three sections, the booklet describes activities for parents to use with their children that develop speaking and listening vocabularies, inquisitiveness for learning, and ability to organize time and effort. The first section defines learning readiness and the importance of language development in learning to read, then describes nine specific activities to use with preschool through second grade children. Ten activities appropriate for parents to use with children in grades three through six are presented in the second section. The last section deals with the development of areas of readiness essential to children in grades seven through twelve: motivation to succeed, background of experience, and ability to study. (AEA)

ED 201 982 CS 006 079

See, Hear and Do: Building a Positive Attitude. Parent Participation - A Formula for Success.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—Aug 80

Note—31p.; For related documents see CS 006 077-080.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary School Students, Elementary Secondary Education, High School Students, *Learning Activities, *Learning Motivation, Motivation Techniques, *Parent Child Relationship, *Parent Participation, Parent Workshops, Preschool Children, *Reading Attitudes, *Student Attitudes

As part of a series of manuals prepared for reading education workshops for parents and educators, this booklet focuses on developing a positive attitude toward reading. Divided into three sections, the booklet describes activities for parents to use with their children to motivate them to read. The first section describes seven activities for parents to use with children in preschool through grade two, including a sample calendar page for marking quality time spent with a child. The growing independence of children in grades three through six is addressed in the second section, and 13 activities are suggested to motivate readers in this age group. The last section provides a brief psychological sketch of the adolescent and emphasizes the importance of a proper reading environment for children in grades seven through twelve. Suggested home reading experiences include television and reading, a home library and reading center, oral reading, and books as gifts. (AEA)

ED 201 983 CS 006 080

What Does That Mean? Developing Comprehension Skills. Parent Participation - A Formula for Success.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—Aug 80

Note—34p.; For related documents see CS 006 077-079.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary School Students, Elementary Secondary Education, High School Students, Instructional Materials, *Learning Activities, *Parent Child Relationship, *Parent

Participation, Parent Workshops, Preschool Children, *Reading Comprehension, Reading Skills

As part of a series of manuals prepared for reading education workshops for parents and educators, this booklet focuses on developing reading comprehension skills. Divided into three sections, the first section of the booklet suggests activities for preschool through grade two children to enhance comprehension after a story is read and to strengthen recall, sorting, and sequencing skills. Other described activities utilize rhymes, commercial games, toys, and household items. Activities that parents can use with children in grades three through six to develop word meaning, literal and interpretive comprehension, and critical reading are presented in the second section. The last section suggests that parents of children in grades seven through twelve provide an atmosphere conducive to homework, discuss events covered in the media with their children, and make them aware of the many different kinds of reading in their environment. Several specific ways to help adolescents with homework are recommended. (AEA)

ED 201 984 CS 006 081

More about Reading. Reading Effectiveness Program.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—[77]

Note—72p.; For related documents see CS 006 082-083.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Activities, *Classroom Techniques, Elementary Education, Motivation Techniques, Questioning Techniques, *Readability, Readability Formulas, Reading Comprehension, *Reading Instruction, *Student Motivation, *Vocabulary Development, *Writing Instruction Identifiers—Reading Writing Relationship

As part of a continuing effort by the Indiana Department of Public Instruction to share practical, easy-to-implement reading techniques, this booklet offers a collection of teaching activities under various topics related to reading. Of the eight sections in the booklet, four deal with writing, because an anticipated outgrowth of improved skill in writing is the improvement of reading ability. The first of these sections offers class activities and topics for writing, while the next three sections discuss using media as a springboard to writing, centering on children's literature, and moving from thought to print in the communication process. The last four sections of the booklet offer activities for vocabulary development, motivation techniques for "turning on the turned-off reader," questioning techniques for improving student comprehension, and a discussion of the concept of readability. (RL)

ED 201 985 CS 006 082

Criteria for Evaluating Instructional Materials. Reading Effectiveness Program.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—[77]

Note—29p.; For related documents see CS 006 081-083.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, Elementary Secondary Education, *Evaluation Methods, Guidelines, Instructional Materials, Readability, Readability Formulas, *Reading Materials, *Reading Material Selection, *Textbook Evaluation

The purpose of this booklet is to assist local schools in making thorough assessments of instructional materials for textbook adoption. The booklet contains a checklist for evaluating instructional materials, a checklist summary sheet, and an appendix explaining readability analyses. The checklist is divided into eight sections: physical features and format student placement and evaluation, prereading development, skills development, content, interest and motivation, readability, and supportive materials. (RL)

ED 201 986 CS 006 083

Reading in the Content Areas: Program Planning Design. Reading Effectiveness Program.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date—[76]

Note—116p.; For related documents see CS 006 081-082.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Content Area Reading, *Educational Assessment, Elementary Secondary Education, *Needs Assessment, *Program Design, *Program Development, Reading Attitudes, Reading Interests, *Reading Programs, Student Evaluation

The purposes of this manual are to provide the content area teacher with an understanding of and means for implementing reading skills in content areas. The five chapters in the manual are designed to assist the content area teacher in helping students read the materials required of that subject. Chapter one helps the teacher define reading and select ways in which reading skills can be incorporated into classroom learning. Chapter two guides school personnel through a complete needs assessment, providing information on school reading program surveys, assessing parent and community attitudes toward reading, evaluating student reading attitudes and interests, choosing and using reading tests, and evaluating textbooks and reading materials. Chapter three discusses diagnostic/prescriptive teaching strategies, focusing on the directed reading lesson. Chapter four offers specific suggestions for choosing goals and objectives for use by the classroom teacher and the total school. Included in the final section are numerous instruments for measuring the progress of the program. (RL)

ED 201 987

CS 006 085

Johnston, Peter

Implications of Basic Research for the Assessment of Reading Comprehension. Technical Report No. 206.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—May 81

Contract—400-76-0116

Note—162p.

Pub Type—Information Analyses (070)—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Evaluation Criteria, Literature Reviews, Measurement Techniques, Models, *Reading Comprehension, *Reading Research, *Research Methodology

Emphasizing the work done at the Center for the Study of Reading in Urbana, Illinois, this paper draws together experimental and theoretical information that is relevant to the problem of assessing children's reading comprehension. The first two sections of the paper present and support a model of reading comprehension that integrates some previously opposed perspectives. Having described reading comprehension and the various factors affecting it, the next sections of the paper deal with the methodological problems of gathering useful assessment data, suggest some alternative approaches, and address the question of why researchers might want to assess reading comprehension. The concluding section of the paper contains a summary and implications for research on reading comprehension assessment. (FL)

ED 201 988

CS 006 086

Hogaboam, Thomas W. McConkie, George W.

The Rocky Road from Eye Fixations to Comprehension. Technical Report No. 207.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—May 81

Contract—400-76-0116

Grant—NIMH-MH-33408

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Eye Fixations, Eye Movements, Measurement Techniques, *Reading Comprehension, Reading Processes, Reading Rate, *Reading Research, *Research Methodology

This report argues that the Mean Gaze Durations or eye movement records used by M. A. Just and P. A. Carpenter to develop a model of reading comprehension are an inappropriate measure of processing time. An alternative approach called Read to Right of Gaze (RRG-I), which assumes that more than one word can be read during a fixation, is recommended instead. Research results are reported that

also support the assumption that the perceptual span is asymmetrical to the right, allowing skipped words to be read on preceding fixations; therefore, the processing time for the majority of words in a passage is quite different from the time recorded using Mean Gaze Durations. (AEA)

ED 201 989

CS 006 087

Taylor, Marsha Ortony, Andrew

Figurative Devices in Black Language: Some Socio-Psycholinguistic Observations. Reading Education Report No. 20.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—May 81

Contract—400-76-0116

Note—23p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Culture, *Black Dialects, Black Students, *Black Youth, *Figurative Language, *Language Styles, Metaphors, *Oral Language, *Sociolinguistics

To make teachers more aware of certain linguistic skills possessed by black children, why they are important, and how they might be capitalized upon in the classroom, this report examines the manipulation of figurative devices within the black community. The discussion focuses on seven forms of communicative devices prevalent in black language: (1) the rhetorical style of black ministers; (2) proverbs and sayings; (3) idioms; (4) folktales; (5) signifying; (6) marking; and (7) sounding. The paper concludes that black children receive a great deal of exposure to metaphorical language and seem to understand it. (HTH)

ED 201 990

CS 006 088

Stein, Nancy L. Trabasso, Tom

What's in a Story: An Approach to Comprehension and Instruction. Technical Report No. 200.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Contract—400-76-0116

Grant—NIE-G-77-0018; NIE-G-79-0125

Note—133p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cognitive Processes, Knowledge Level, *Learning Theories, Primary Education, *Reading Comprehension, Reading Instruction, Reading Processes, *Reading Research

Identifiers—*Schema Theory

In providing an integration of current research in story comprehension, this paper first offers a selective overview and summary of the current approaches to story comprehension, specifically schema theory, and highlights the central concepts arising from several different perspectives on story comprehension. The paper next reviews the empirical research to illustrate how recent advances in theory have added to the knowledge of the comprehension skills of children, especially those in the primary grades. The paper then discusses some of the main conclusions and issues in the area in terms of theoretical and empirical advances and applications to school settings. (FL)

ED 201 991

CS 006 089

Reynolds, Ralph E. And Others

Cultural Schemata and Reading Comprehension. Technical Report No. 201.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Contract—400-76-0116

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Dialects, *Black Students, Comparative Analysis, *Cultural Influences, Grade 8, Junior High Schools, *Language Styles, Language Usage, *Reading Comprehension, *Reading Research, *White Students

Identifiers—*Schemata

Two experiments investigated the relationship between cultural schemata and reading comprehension.

Subjects for the first experiment were 186 eighth grade students who attended one of five schools—two predominantly black inner-city schools, two predominantly white working class area schools, and a predominantly white agricultural area school. Subjects in the second experiment were 105 eighth grade students from a predominantly black city school or from one of two predominantly white agricultural area schools. The subjects read a passage that deals with an instance of "sounding" or "playing the dozens," a form of verbal ritual insult usually found in the black community. Black subjects tended to interpret the passage as being about verbal play, while white subjects tended to interpret it as being about physical aggression. Scores on theme-revealing disambiguities and intrusions and on an inference probe task showed a close relationship to the subjects' cultural background. The evidence showed that cultural schemata can influence how prose material is interpreted. (FL)

ED 201 992

CS 006 090

Freebody, Peter Anderson, Richard C.

Effects of Differing Proportions and Locations of Difficult Vocabulary on Text Comprehension. Technical Report No. 202.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—May 81

Contract—400-76-0116

Note—69p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Difficulty Level, Grade 6, Intermediate Grades, *Reading Comprehension, Reading Processes, *Reading Research, Reading Skills, *Recall (Psychology), Retention (Psychology), *Vocabulary, *Word Recognition

Identifiers—*Reading Strategies

Two experiments assessed the effect of vocabulary difficulty on three measures of text comprehension—free recall, summary recall, and sentence recognition. In the first experiment, the effect of differing proportions of rare-word substitutions were examined in 79 sixth grade students. It was found that a high rate of difficult vocabulary (one substance word in three) was required before reliable effects on comprehension were evident. In the second experiment, difficult vocabulary was placed in important text elements in one form of the passages, and in unimportant elements of another form of the passages that 71 sixth grade students read. These two forms were contrasted with easy vocabulary forms in their effects on three comprehension measures (total recall, summarization, and sentence recognition). Only on the summary measure was there an overall effect for difficult vocabulary in important elements. These experimental results may be explained by the "minimum effort principle" in reading. That is, a reader will avoid deep processing of difficult or unfamiliar words as much as possible, without loss of the main themes of the passage being read. The "minimum effort principle" also would predict that the presence of difficult words in important propositions would result in substantial losses at the point of comprehension. (RL)

ED 201 993

CS 006 091

Baker, Linda Anderson, Richard L.

Effects of Inconsistent Information on Text Processing: Evidence for Comprehension Monitoring. Technical Report No. 203.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—May 81

Contract—400-76-0116; N00123-77-C0622

Note—64p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Processes, College Students, Higher Education, *Metacognition, *Reading Comprehension, Reading Processes, *Reading Research, Reading Skills, *Reliability

Identifiers—*Coherence, *Inconsistency

Expository passages containing either main point inconsistencies, detail inconsistencies, or no inconsistencies were presented sentence by sentence to 90 college students. Subjects read through the passages at their own pace and were encouraged to reread sections of text whenever they wished. As

expected, subjects spent more time on sentences containing information that conflicted with information presented elsewhere, and they looked back more often at inconsistent sentences. These modifications in processing indicated that the subjects monitored their comprehension as they were reading, actively evaluating whether the ideas expressed in the text were consistent with one another. Several postreading measures provided additional support for this conclusion. The relationship between reading behavior and subsequent identification of the inconsistencies was also examined. Large individual differences were found both in processing strategies and in confusion detection. (Author)

ED 201 994 CS 006 092

Mikkelsen, Vincent P. Joyner, Wilton

The Relationship between the Administrative Behavior of Elementary Principals and Reading Achievement.

Pub Date—Mar 81

Note—16p.; Paper presented at the Annual Meeting of the North Carolina Council of the International Reading Association (13th, Charlotte, NC, March 4-6, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Ability, Administrator Attitudes, *Educational Environment, Elementary Education, Elementary Schools, Grade 6, *Open Education, *Organizational Climate, Principals, *Reading Achievement, Reading Comprehension, *Reading Research, *Traditional Schools

Nine elementary schools enrolling 852 sixth grade students participated in a study that examined the relationship between the organizational climate of elementary schools (whether the school was "open" or "closed") and the reading achievement of students. Each school's organizational climate was determined by administering the Organizational Climate Description Questionnaire to staff members at the schools. Reading achievement and academic ability measures were obtained from the California Achievement Test and California Short Form Test of Academic Ability. An analysis of the data indicated that the students enrolled in the school that best exemplified an "open" organizational climate performed significantly better on each of the reading measures than did those students who were enrolled in a "closed" organizational climate school. Comparison between schools of intermediate organizational climate and "closed" schools was not conclusive; there was a weak relationship between intermediate level schools and reading vocabulary scores, and there were no differences when reading comprehension was considered. Although not conclusive, the results indicated that a positive relationship existed between the organizational climate of a school and the reading achievement of students in the school. (RL)

ED 201 995 CS 006 093

Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.

Education Commission of the States, Denver, Colo.

National Assessment of Educational Progress.

Report No.—NAEP-SY-DS-50

Pub Date—23 Apr 81

Note—9p.; Footnotes in tables may be marginally legible.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Black Students, Comparative Analysis, *Disadvantaged Youth, *Educational Assessment, Educational Improvement, Elementary Secondary Education, Longitudinal Studies, National Surveys, *Program Effectiveness, Reading Achievement, *Reading Improvement, Reading Research

Identifiers—*Elementary Secondary Education Act Title I, *National Assessment of Educational Progress

Five tables of data from the three surveys conducted during the 1970s by the National Assessment of Educational Progress are presented in this paper, with an interpretation of them regarding reading improvement. The paper provides comparative data from schools eligible and noneligible for Title I assistance across the following variables: age, mean reading performance, community size, race, school racial composition, geographic region, sex of student, and type of community. It then draws

seven conclusions concerning reading gains during the 1970s, indicating a faster rate of reading improvement for students in Title I schools than for students in non-Title I schools. (RL) Results (Special Analyses) (Interpretation)

ED 201 996

CS 006 094

Steiner, Evelyn E. And Others

A Current Investigation of Sex Differences in Reading Achievement and the Sex-Typing of Reading.

Pub Date—Apr 81

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Females, Males, Multiple Regression Analysis, Parochial Schools, *Reading Achievement, *Reading Attitudes, *Reading Research, *Sex Differences, Sex Role, *Sex Stereotypes

Three aspects of sex differences in reading achievement were investigated, based on data from school records and test results for first through fourth grade students in two parochial schools. The three aspects that were studied included (1) the relationship between sex-typed perceptions of reading and reading achievement, (2) changes in students' sex-typed perceptions of reading between grades one and four, and (3) those variables that discriminate between sex-appropriate and sex-inappropriate perceptions of reading. The results, inconsistent with those of past studies, suggested the possibility of the development of a new trend away from sex differences in reading achievement and from the sex-typing of reading as a feminine activity. In addition, the study showed that when reading was regarded as a sex-appropriate activity by members of both sexes, there were no significant sex differences in reading achievement. (RL)

ED 201 997

CS 006 095

Hirschfeld, Rafael Bieger, George

Instrumentation and Software for the Collection, Analysis, and Interpretation of Eye Movement Data during Reading. Technical Report No. 3.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jun 81

Contract—N00014-80-C-0372

Note—30p.; Bibliography may not reproduce clearly.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Data Analysis, *Data Collection, *Eye Fixations, *Eye Movements, *Measurement Equipment, *Measurement Techniques, Psychology, Reading Research, Research Methodology, Visual Perception

Noting that the equipment traditionally used in eye movement research is both expensive and stationary in nature, this report describes apparatus for collecting and interpreting eye movement data that is both relatively inexpensive and portable. The report lists and describes hardware and software components of a data collection and data analysis system that provides precise information regarding the location, duration, and sequence of eye fixations during the reading of materials that are composed of both text and pictures. It also describes a procedure for collecting eye movement data in nonlaboratory settings, such as classrooms. (Author/FL)

ED 201 998

CS 006 113

A Parent's Guide to Reading Instruction.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—81

Note—29p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Educational Environment, *Family Environment, Grade 1, Hearing (Physiology), Kindergarten, *Language Acquisition, Models, *Parent Participation, Physical Health, Preschool Education, Primary Education, Reading Games, *Reading Instruction, *Reading Processes, Reading Readiness, Vision

The 12 articles in this publication contain information designed to help parents of preschool and

elementary school children understand the complex psychological and sociological process of language development and its relationship to learning to read. The articles also provide specific suggestions for parents who wish to participate in their child's reading development. The articles discuss the following subjects: (1) getting ready to read; (2) kindergarten—an important prereading step; (3) reading and language development in first grade; (4) creating a good reading climate at home; (5) reading games to play at home; (6) reducing psychological pressures in learning to read; (7) adults as reading models; (8) vision, hearing, coordination, and health in reading; (9) what parents should know about reading readiness; (10) reading outside of school; (11) information for parents on reading instruction methods; and (12) what communities can do to improve reading programs. (HTH)

ED 201 999

CS 006 114

Batson, Amanda Davis

Questioning: A Reading/Thinking Foundation for the Gifted.

Pub Date—Jan 81

Note—19p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (9th, San Antonio, TX, January 29-31, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Cognitive Processes, *Educational Research, Elementary Education, Elementary School Students, Grade 6, *Questioning Techniques, *Reading Comprehension, Teaching Methods

A study to determine the effects of higher level interactive questioning procedures on the cognitive abilities of gifted students was conducted with 14 gifted sixth grade students. The students were selected from a public school enrichment program and randomly assigned to one of two groups that met for five weekly sessions. The control group was given traditional tasks (observe a picture, hear a passage read, or read a passage, then answer primarily recall-type questions), with the additional task of recording their number of correct answers. The experimental group experienced a combination teaching strategy that included: (1) a personal graph on which students recorded the types of questions they asked or answered; (2) explanations of four question categories—recall, think critically, think creatively, and evaluate; (3) focused teacher preparation of questions; (4) student initiated questions; (5) plateau strategy (based on R. T. Hyman's strategic questioning concept); and (6) emphasis on process rather than on number of correct answers. Pretest and posttest scores on the Ross Test of Higher Cognitive Processes demonstrated that the higher cognitive processes used by the experimental students improved in the areas of sequencing and questioning strategies. (AEA)

ED 202 000

CS 206 025

Semeiks, Jonna Gormely

Woman's Quest in Contemporary Fiction.

Pub Date—[76]

Note—28p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Females, *Feminism, *Fiction, Literary Criticism, Literature Appreciation, *Mythology, *Novels, *Symbols (Literary), Womens Studies

Depending primarily on Joseph Campbell's treatment of the quest or hero myth, this paper provides analyses of recent women's fiction in terms of contemporary women's quests for personal identity and freedom. Following discussions of a proposed definition of myth, its connotations, and its use as a literary device and as a tool for critical analysis, the paper applies mythic interpretations to recent women's fiction by Doris Lessing, Marilyn French, Lisa Alther, Alix Kates Shulman, and Margaret Atwood. The depth and the limitations of using the monomyth to interpret women's fiction are outlined, with the concluding section of the paper examining the myth of Demeter and Persephone both as a unifying perspective and as a goal of feminist literary expression. (RL)

ED 202 001 CS 206 144

Stull, William L.
Learning to Teach: Teaching to Learn.
 Pub Date—[80]
 Note—21p.
 Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Educational Research, *English Teacher Education, History, Literature Reviews, Writing (Composition), *Writing Instruction

This state-of-the-art report reviews the development of a philosophy of composition instruction through the decade of the 1970s in three principal forms—proclamations, do-it-yourself formulas, and research—and cites extensive examples of each. It stresses that composition teachers must continue to learn about their profession, while they resist any efforts to divide English departments into separate entities of literature, composition, and speech. A decade of evolving English teacher training programs is also described, with four approaches specifically cited. (AEA)

ED 202 002 CS 206 147

Ellis, W. Geiger, Ed. Ward, Dan, Ed.
The ALAN Review, Volume 7, No. 2.
 Assembly in Literature for Adolescents, Athens, Ga.
 Pub Date—80
 Note—17p.

Journal Cit—The ALAN Review; v7 n2 Win 1980
 Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Authors, Books, Elementary Secondary Education, *English Instruction, Foreign Countries, *Literature Appreciation, *Novels
 Identifiers—*Great Britain

The articles in this journal focus on several aspects of adolescent literature. In the first article, author Robert Cormier discusses the process of writing a novel and explains how several of his works came to be. The second article comments on the utilitarian nature of English instruction and its accompanying disparagement of aesthetics. The third article analyzes the subject of pain and suffering in adolescent literature, and the fourth discusses current British fiction for adolescents. The final article discusses media products that address literature. (FL)

ED 202 003 CS 206 148

Ellis, W. Geiger, Ed. Ward, Dan, Ed.
The ALAN Review, Volume 8, No. 1.
 Assembly in Literature for Adolescents, Athens, Ga.
 Pub Date—80
 Note—15p.

Journal Cit—The ALAN Review; v8 n1 Fall 1980
 Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Authors, Black Literature, Death, Educational Media, Elementary Secondary Education, *English Instruction, Females, Fiction, Foreign Countries, Literature Appreciation, Minority Groups, *Novels
 Identifiers—Germany

The articles in this journal issue focus on adolescent literature. Topics covered in the articles include: (1) teaching adolescent literature about minorities to majority group students, (2) death in adolescent literature, (3) trends in German youth literature, and (4) female identity in the young adult novel. In addition, the journal issue contains discussions of their books by Harry Mazer and Norma Fox Mazer, and reviews of films for use in English classrooms. (FL)

ED 202 004 CS 206 200

Nilsen, Don L. F.
Bilingual and Bidialectal Language Play.
 Pub Date—Mar 81

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, Classroom Techniques, Code Switching (Language), Cultural Pluralism, *Dialect Studies, Higher Education, *Humor, *Language Attitudes, *Language Patterns, Language Usage, Secondary Education, Writing (Composition), *Writing Instruction

Writing teachers should consider cultural pluralism as a rich resource in their classrooms, rather than as a distraction with which to cope. Because speakers of nonstandard English have important language skills in at least two different dialects, teachers should not only teach the standard dialect but also invite nonstandard English speaking students to share their language differences. Exploring both bidialectalism and bilingualism can bring humor into a composition classroom. Numerous examples from Spanish, French, Italian, German, Yiddish, and Dari (the language of Afghanistan) demonstrate the possibilities of bilingual language play with English. Bilingual and bidialectal language mergers should be appreciated as a kind of folk-poetry that can pique students' curiosity and lead them to a fascination with language study. (AEA)

ED 202 005 CS 206 233

Connors, Robert J.
The Modes of Discourse: An Historical Overview.
 Pub Date—Mar 81

Note—25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Descriptive Writing, Expository Writing, *History, Narration, Persuasive Discourse, *Rhetoric, *Writing (Composition), *Writing Instruction
 Identifiers—*Rhetorical Theory

Although first enunciated in 1827 by Samuel Newman, the modes of discourse—narration, description, exposition, and argument—were not very popular until formulated in 1866 and presented in the United States in a rhetoric textbook in 1885. After 1890, they were gradually accepted by the most influential rhetoricians of the day, and their use in textbooks as the major organization device did not change until around 1930. By 1950, three trends had undermined the hegemony of these modes in rhetoric and reduced them to vague composition legend: a return to the older "pragmatic literary types" classification of discourse, the rise of the concept of freshman composition as essentially expository writing, and the appearance of a new kind of textbook that substituted an autonomous central thesis for the modal concept. Today, the modal concepts still linger, but their essentially product-based character has made them less and less useful in writing classes. Replaced in theory by the classification schemes of writing researchers and in practice by other methods of exposition, this once powerful composition theory is now used in writing classes only by those teachers who are out of touch with current work in their field. (HTH)

ED 202 006 CS 206 235

Kreiling, Albert
Black Editors' Responses to Power and Propaganda.

Pub Date—Apr 81
 Note—37p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black History, *Blacks, *Civil Rights, Editorials, Journalism, *Newspapers, News Reporting, *Racial Discrimination, Rhetoric, United States History

Two leading black newspapers were very outspoken during the black American's struggle for equality following the Civil War of the 1860s. The Chicago-based "Conservator" and "Appeal" actively encouraged blacks to enter the nationwide power struggle among warring interests on their own behalf, and on a cultural level they attempted to elevate the race above the increasingly disappointing Republican party as a symbol of moral legitimacy. Staunchly defending bourgeois morality and propriety, the editors of both papers exemplified a secular piety, a return to morality through the creation of a secular culture rather than a return to

the other-worldly religion of the previous generation. With the rise of racial political consciousness, black newspapers leaned toward reporting black news and away from editorial commentary, as illustrated by continued coverage of the lynchings and other injustices against blacks in the South. The promotion of a respectable middle-class life style and a concern about home life, education, and standards of conduct and morality were characteristic concerns of the rising coterie of black women journalists. As the small crusading newspapers were soon overshadowed by the mass press, their plans for the race were realized later by the professional politicians and advancement workers. The papers provided the rhetorical models to weld black Americans into a group with shared racial allegiance. (HTH)

ED 202 007 CS 206 259

Nash, Thomas
Notes from the Frontier Journal of a Writing Center Director.

Pub Date—Mar 81
 Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Problems, English Instruction, Higher Education, *Individual Instruction, Writing (Composition), *Writing Instruction

Identifiers—*Writing Laboratories

When writing laboratories first opened over 30 years ago, only a few faculty members and administrators had a firm notion of what constituted a writing center, and these notions differed from campus to campus. The pioneers of the discipline had little beyond instinct and imagination to guide them—and a nagging notion that there is one true path to teaching writing competence. Yet, there are a staggering number of methods, theories, and approaches in the composition laboratory discipline. Certainly it is time that members of this discipline pause to take an honest and critical look at the profession and admit that they are still pioneers. Writing center directors have failed to answer even the most basic questions: What is a writing laboratory? and What does one do in a writing laboratory? In view of the confusion and overlap, critics of the writing laboratory have a right to question claims of success, which are often supported with statistics unrelated to students' increased abilities to write. But the future of the laboratory discipline is encouraging, if the history of other disciplines is a valid model. A field of inquiry, like basic writing, goes through an immature stage marked by controversies, but with gradual advances in knowledge, a consensus builds up that shapes the discipline into a genuine intellectual community. (HTH)

ED 202 008 CS 206 262

Bergethon, Bruce And Others
The Press of the Soviet Union: A Bibliography.
 Pub Date—80

Note—18p.; Paper presented at the Meeting of the International Society of Weekly Newspaper Editors, 1980.

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Censorship, *Communication Research, Cultural Differences, Foreign Countries, *Journalism, *Mass Media, *News Media, News Reporting, Propaganda

Identifiers—Freedom of Information, *USSR

Compiled in response to the need for more information on the differences between the press systems of the United States and the Soviet Union, this bibliography contains 240 entries. Consisting of newspaper articles, journal articles, books, and pamphlets, the bibliography provides an overview of the different journalistic philosophies of the two nations, offers an introduction to research on the Soviet press, and lists resources for instruction in international communication. Specific subjects covered in the entries include advertising in the Soviet Union, censorship and freedom of information, and investigative reporting. (HTH)

ED 202 009

CS 206 263

Stonicher, Harry W.

First Amendment Speech and Press Theory: Preferred Position Postulate Reexamined.

Pub Date—Aug 80

Note—54p; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 10-13, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Civil Liberties, *Court Doctrine, Court Litigation, *Federal Courts, *Freedom of Speech, *Journalism, *News Media, Theories Identifiers—*First Amendment, Supreme Court

If the United States Supreme Court is to exercise its historic role as guardian of the fundamental freedoms flowing from the speech and press clauses of the first amendment, it is imperative that those basic freedoms be placed in a preferred position. The preferred position doctrine provides adequate safeguards for both speech and press guarantees if it is carefully applied by the courts. This is true because the doctrine reflects more than its original emphasis upon elimination of the presumption of constitutionality employed during the 1940s. Not only does the doctrine have strong historical underpinnings, but its premises are applicable, individually or in tandem with other judicial doctrines, in a wide range of contexts. The doctrine also tends to place the courts in a more active role in protecting freedom of expression. While the preferred position approach may not give the absolute answers sought by the strict constructionists, it does supply standards for judicial judgments that would be more acceptable to first amendment libertarians than the balancing-of-interests approach presently being used by the Supreme Court. (FL)

ED 202 010

CS 206 265

Mundt, Whitney R.

One Step Forward, Two Steps Back: An Update on Cameras in Louisiana Courtrooms.

Pub Date—Apr 80

Note—15p; Paper presented at the Meeting of the Southeast Region Colloquium of the Association for Education in Journalism (Atlanta, GA, April 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Doctrine, *Court Litigation, Ethics, *Freedom of Speech, News Media, *News Reporting, *Photography, Privacy Identifiers—*American Bar Association Canon 35, *Courtroom Procedures, Louisiana, Photojournalism

Canon 35 of the American Bar Association's Canons of Judicial Ethics is an advisory ban on cameras and news equipment in courtrooms. In 1978, the Louisiana Supreme Court authorized a one-year pilot project on electronic coverage of court proceedings. The authorization set forth certain technical requirements concerning the nature and placement of equipment and personnel and the use made of media material. Written permission for such coverage was to be obtained from both parties involved in the case and their counsel. In the two cases for which permission was obtained, polled jurors said they felt neither distraction nor disruption because of camera equipment. Permission was granted to extend the experiment for another year, but a bill was introduced into the state legislature prohibiting the use of cameras on the grounds that they turned the courtroom into a showroom. Despite such setbacks for those believing the public's right to know is best served by electronic news coverage in courtrooms, such coverage is almost certainly in Louisiana's future, as technological advances have discredited many objections and changing attitudes are slowly overcoming the objections that remain. (HTH)

ED 202 011

CS 206 268

Stotsky, Sandra Touger, Hallie

Evaluation of the Summer Institute on Teaching and Assessing Writing Skills, July 9-17, 1979. Northeastern Univ., Boston, Mass. Urban Schools Collaborative.

Spons Agency—Boston Public Schools, Mass. Office of Curriculum and Competency.

Pub Date—Oct 79

Note—63p; Prepared in collaboration with the Summer Institute on Teaching and Assessing Writing Skills. Uneven print quality.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Evaluation Criteria, Inservice Teacher Education, *Institutes (Training Programs), Parent Participation, Program Evaluation, *Summer Programs, Writing Evaluation, *Writing Instruction, *Writing Skills Identifiers—Boston Public Schools MA

This report contains a first evaluation of the Summer Institute on Teaching and Assessing Writing Skills, which was organized to help parents, teachers, and administrators in the Boston (Massachusetts) public schools begin the development of a comprehensive and coordinated writing program for grades kindergarten through twelve in each school district, and to develop guidelines for the assessment of writing skills as part of the state-mandated basic skills improvement policy. The various sections of the report provide information about the following topics: (1) the methodology of the evaluation; (2) institute organization; (3) institute staff, guest speakers, and workshops; (4) reading and writing assignments; (5) the development of recommendations for a comprehensive writing program; (6) institute objectives; (7) suggestions for future teacher training institutes; and (8) the conclusions of the evaluation as drawn from questionnaires completed by the program participants. Attachments to the report include a list of participants, names of staff members, a program overview, a selected bibliography of materials concerning the teaching and assessing of writing skills, and a copy of the recommendations for a writing program prepared by the participants. (FL)

ED 202 012

CS 206 272

Flynn, Elizabeth A.

Defining Stages in the Process of Responding to and Writing about Literature.

Pub Date—Mar 81

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981). Occasional marginal legibility.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Reading, *Developmental Stages, *Expository Writing, Higher Education, Literary Criticism, *Literature Appreciation, Teaching Methods, *Writing Instruction, *Writing Processes, *Writing Research Identifiers—Journal Writing, Transactional Analysis

Analysis of 24 sets of journal entries, drafts, and revisions of papers written by college students in literature/composition courses suggested three stages in the process of reading and writing about literature. In the progressive stage, which is based on theories of transactional literary analysis, brief writing exercises, such as journal writing, helped the student reader structure and clarify the literary event before, during, and immediately after reading the work. The transitional phase produced longer practice writings by which the student/readers sought to balance their experiences of the literary event with the perspectives of other readers. In the symbolic phase, students produced completed drafts that explained the position of the literary work in relation to human behavior, literature, or culture. Although the students' writings in the study did not always fall into such neat divisions, these three phases were fairly accurate descriptions of the stages that students were expected to go through in preparing their papers. Based on this research, it appears that student writing will improve in literature/composition courses only if students learn to "decenter" their thoughts, moving from the subjective and narrational modes of thought in their private readings to more objective, analytical modes of thought in their final compositions. (RL)

ED 202 013

CS 206 275

Florio, Susan Clark, Christopher M.

What Is Writing For? Writing in the First Weeks of School in a Second/Third Grade Classroom.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 80

Grant—NIE-90840

Note—32p; Paper presented at the Conference on Communicating in the Classroom (Madison, WI, October 15-17, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, Primary Education, *Teacher Attitudes, *Writing Instruction, *Writing Processes, *Writing Research Identifiers—*Audience Awareness

One segment of a year-long descriptive field study of school writing is described in this paper. In particular, the paper examines some of the uses to which writing is put in the first weeks of school in one second/third grade classroom. In doing this, the paper speculates on the writing curriculum in elementary schools and on the realization of that curriculum by means of teacher planning and the interaction of teacher and students in the course of everyday school life. The paper explains the data gathering process, which involved field notes, interviews with teachers and students, journals, and other student writings. It then highlights one particular "occasion for writing," a safety posters activity, in order to exemplify the multiple functions served by writing in the classroom and the roles played by teacher and students in undertaking them. The paper outlines the step-by-step development of the activity, including comments by the teacher and copies of the posters produced. (FL)

ED 202 014

CS 206 276

Varner, Iris I. Varner, Carson H.

Who Is Qualified to Teach Business Communications.

Pub Date—Apr 81

Note—21p; Paper presented at the Annual Meeting of the Midwest Regional Meeting of the American Business Communication Association (Champaign, IL, April 3-4, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, *Educational Research, Higher Education, *Occupational Surveys, *Teacher Qualifications, *Teaching Conditions

Eighty-six instructors of business communication at four-year institutions responded to a survey designed to determine (1) who teaches business communication, (2) what courses were offered, (3) which departments offered business communication courses, (4) class sizes, (5) number of assignments given, (6) number of instructors involved in publishing and consulting, and (7) the qualifications of business communication instructors. The subjects were chosen randomly from the membership list of the American Business Communication Association. The findings revealed that most business communication instructors had tenure and were well-established in their careers. Of the sample schools, 54 required undergraduate business majors to take one business communication course, and 18 did not require any courses in business communication. Most business communication courses were offered by the business education departments and the majority of such courses had a class size of more than 30 students. More than half of the respondents reported giving 13 or more assignments a semester in business communication. Sixty of the respondents had published articles in the past three years, and more than half were involved in consulting. Sixty of the subjects had doctorates, largely in business education, and most had ten or more years of teaching experience. (FL)

ED 202 015

CS 206 277

Sewell, Ernestine P., Ed.

Passages.

Texas Joint Council of Teachers of English, Houston.

Pub Date—81

Note—22p; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—English in Texas; v12 n4 Sum 1981

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Classroom Techniques, *English Instruction, Experiential Learning, Higher Education, Interdisciplinary Approach, Listening Skills, Literature Appreciation, Music, Parody, Popular Culture, Professional Development, Public Support, *Retraining, Secondary Education, Sentence Combining, *Student Motivation, *Teacher Attitudes, *Teaching Methods, *Writing Instruction, Writing Skills The articles in this journal issue reflect the theme of "passages." Five articles contain teachers' reflections on the process of teaching and learning.

tions and descriptions of the following forms of passage: (1) passing from the classroom to motherhood and back again; (2) passing from academe to the world of work—the retraining of literature professors; (3) ways in which students gain perspectives of their own “passages” through experience-based motivation for writing; (4) ideas for helping students “pass” to more sophisticated listening skills; and (5) helping students in the passage to abstract levels of thinking. Other articles deal with skillful sentence combining, teaching popular literature, teaching rhetorical stance through music and parody, and public support for the teaching of writing. (RL)

ED 202 016 CS 206 281
Hodges, Richard E.
Learning to Spell.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0026

Note—43p.; TRIP: Theory & Research into Practice.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 27894, \$2.00 member, \$2.50 nonmember).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Handwriting, Language Arts, *Learning Activities, *Learning Theories, Orthographic Symbols, Phoneme Grapheme Correspondence, *Phonics, *Spelling, *Spelling Instruction, Teaching Guides, Writing Skills

Identifiers—*Orthography

Drawing upon research into the nature of the English writing system and about the development of spelling ability, this booklet presents an approach to spelling in which learning to spell is viewed as a highly complex intellectual accomplishment that develops over time and in conjunction with a student's experience with and knowledge of the properties and uses of language. The first section of the booklet reviews theory and research concerning the structure of English orthography, how children learn to spell and its implications for instruction, and the place of handwriting in spelling instruction. The second section presents approximately 40 activities for use in teaching spelling. The activities are grouped under four headings: (1) exploring sound and letter relationships, (2) manipulating letters to form words, (3) building words, and (4) alphabetizing and using the dictionary. (HTH)

ED 202 017 CS 206 282
Greene, Maxine

The Nature of Knowledge in Literature.

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Individual Development, Individual Differences, *Intellectual Experience, *Learning Experience, Literature, *Literature Appreciation, *Self Concept

Knowledge gained from literature is not knowledge that can be classified, abstracted, and transferred to the general context of a body of knowledge such as constitutes psychology or sociology. Extensive literary examples demonstrate that literature can, however, enrich an understanding of what it is to interpret and make sense of things, increase self-understanding, enhance the awareness of one's own understanding and confrontations with the world, and help a reader in connecting otherwise disconnected life experiences. The degree of understanding a reader extracts from a piece of literature depends on the reader's stockpile of experience. (AEA)

ED 202 018 CS 206 283

Conrad, Kendon J.

If Sisyphus Went to High School: An Existential Approach to Learning.

Pub Date—Apr 81

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Need, *Educational Attitudes, *Educational Philosophy, English Curriculum, *English Instruction, *Existentialism, *High Schools, Individualism, Individual Power, *Learning Motivation, Secondary School Students, Secondary School Teachers, Student Motivation, Student Teacher Relationship, Teacher Motivation, Writing Instruction

Identifiers—Camus (Albert)

Viewing the myth of Sisyphus as a metaphor for the vast numbers of high school students and teachers who go through daily school rituals unable to discover personal meaning in their work, this report applies the existential philosophy of Albert Camus and other existentialists to the methodology of Teaching and Learning English in high schools. The report builds an argument toward the conclusion that the assembly line model of secondary education is failing many students in basic ways, and that “authenticity”—one of Camus’ philosophical watchwords—in the teaching of composition can enable teachers to engage the subjectivity of students who would otherwise become disaffected with learning. Sections of the report discuss a rationale for subjective research by high school teachers, why high schools are environments conducive to existential questions, the theoretical background of existentialism and its relationship to education, high school existentialists, the existentialist as teacher, the existentialist as student, and existential English lesson plans. (RL)

ED 202 019 CS 206 290

Fahnestock, Jeanne

Semantic and Lexical Coherence.

Pub Date—Mar 81

Note—30p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College English, *Connected Discourse, Higher Education, *Paragraph Composition, Paragraphs, *Semantics, Teaching Methods, *Writing Instruction, *Writing Skills

Identifiers—*Coherence, *Cohesion (Written Composition)

Helping students understand coherence in terms of the lexical ties and semantic relations possible between clauses and sentences formalizes an area of writing instruction that has been somewhat vague before and makes the process of creating a coherent paragraph less mysterious. Many students do not have the intuitive knowledge base for absorbing the relations possible between sentences, nor can the readings of one composition course supply them with such knowledge. They need the support of conscious rules. With several systems available for classifying semantic relations between clauses, the composition teacher should find one offering as clear and complete an explanation of connections as possible. A symmetrical arrangement of paired connections between sentences provides a rationale whereby students realize how sentences can follow one another and why some transition words are virtually necessary for coherence. One such system delineates both positive relations and negative or reversed relations between sentences. The negative relations are processed more slowly, suggesting their usefulness in signaling or helping readers across an unexpected or difficult “synapse” between clauses. (Seven classifications of positive transitions and seven classifications of reversed transitions are discussed, with examples of their use provided.) (RL)

ED 202 020 CS 206 291

Jones, William

Revision for Basic Writers.

Pub Date—Mar 81

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Creative Writing, Descriptive Writing, *Expository Writing, Higher Education, *Narration, Peer Evaluation, *Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers—*Revision (Written Composition)

Basic writers can be taught to write effective expository prose if they are taught to revise, and they can make considerable progress if they are given opportunities to write narration before tackling the complexities of exposition. Narratives come easily to basic writers and allow them complete control over subject matter and language. The responses of classmates, both oral and written, can help basic writers develop a much needed sense of themselves as writers. They will begin to acquire tentative indications of their abilities as communicators, understanding that concern over clarity and grammar are the concerns not solely of writing teachers but of all listeners and readers. Specific procedures developed for a wide range of grammar and sentence structure problems can help students monitor and eliminate such problems, so that communication becomes the major concern in all writing assignments in the second semester of the course. Students will still lack the conventions of expository writing, however, so instructors must make as explicit as possible what the conventions are and give students numerous opportunities to become familiar with them. (Guides for group work, problem monitoring, and revision are appended.) (HTH)

ED 202 021 CS 206 292

Marion, L. Marvin

Poetry Extravaganza.

Pub Date—Sep 80

Note—49p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (8th, Bismarck, ND, September 25-27, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children's Literature, *Creative Writing, Elementary Secondary Education, *Figurative Language, Literature Appreciation, *Poetry, Poets, Teaching Guides

Twenty-six poetic forms are discussed in this paper, with suggested activities for teaching these patterns to students in grades kindergarten through grade twelve. The forms that are discussed include the couplet, quatrain, triplet, limerick, free verse, haiku, cinquain, sijo, septolet, diamante, acrostic, sonnet, parody, dramatic monologue, and narrative. Several poetic terms are explained, including spoonerisms, meter and rhythm, and poetic foot. Figurative language forms, such as alliteration, onomatopoeia, simile, metaphor, personification, and hyperbole, are also discussed. A list of poets for students of all ages and a list of publishers of children's poetry are included. (RL)

ED 202 022 CS 206 293

Burnham, Christopher C.

Tapping Non-English Faculty Resources in the Literacy Crusade.

Pub Date—Mar 81

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Higher Education, *Inservice Teacher Education, *Interdisciplinary Approach, Program Descriptions, Writing (Composition), Writing Evaluation, *Writing Instruction

Identifiers—Stockton State College NJ, *Writing across the Curriculum
Stockton State College, New Jersey, recognizes that the teaching of writing is not the responsibility of the English department alone, but of the entire college faculty. Stockton's writing across the cur-

riculum project is designed to give all faculty members general theoretical information and practical training in writing instruction and the relation between writing and learning. Stockton's basic writing courses are staffed with volunteer faculty members from across the college. These "rotating faculty" go through three stages of training. In the first stage, faculty members are given a set of reading materials that discuss the nature and function of writing and various writing pedagogies. In the second stage, they participate in a one-day workshop in which they complete a holistic exercise that involves reading papers and ranking them by the overall quality of writing. The holistic scoring used in the workshop session provides the "rotating faculty" with an understanding of the elements of good writing. The third stage of training occurs in another one-day workshop the week before school begins, during which the faculty members must write under the same circumstances that students often must write under. Strategies for grading are also discussed. Support services for the "rotating faculty" include a skills center and designated consultants from the core writing faculty. (HTH)

ED 202 023

CS 206 294

Crowhurst, Marion

Cohesion in Argumentative Prose Written by Sixth-, Tenth- and Twelfth-Graders.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Developmental Stages, Elementary Secondary Education, Grade 6, Grade 10, Grade 12, *Persuasive Discourse, *Writing (Composition), *Writing Research, *Writing Skills

Identifiers—*Cohesion (Written Composition)

The taxonomy of cohesion devised by M. A. K. Halliday and R. Hasen was used to examine the kinds of cohesive ties used in argumentative prose written by 105 sixth, tenth, and twelfth grade students. In this way, the study sought to determine whether there were differences between grade levels in the kinds of ties used and in the numbers of subjects at each grade level using the various types of ties. Certain kinds of cohesion (substitution, ellipsis, temporal and continuative conjunctives) occurred infrequently at all three grade levels. There were significant differences among grades for four kinds of cohesion (same lexical item, other lexical items, long-distance ties, long-distance ties in the last three T-units), all occurring more frequently at higher grades than lower grades. There were no significant differences between grades in the number of students using a given kind of cohesive tie. (Tables of findings are included.) (RL)

ED 202 024

CS 206 295

Crowhurst, Marion

The Effect of Syntactic Complexity on Writing Quality: A Review of Research.

Pub Date—[80]

Note—37p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, College Freshmen, *Difficulty Level, Elementary Secondary Education, Higher Education, Literature Reviews, *Sentence Combining, *Sentence Structure, *Syntax, Teaching Methods, Writing (Composition), Writing Exercises, Writing Instruction, *Writing Research, *Writing Skills

Research on the relationship between syntactic complexity and quality of written composition was reviewed to test the assumption that these two concepts are positively related. The studies reviewed, which have appeared during the past 15 years, fall into two broad categories: (1) intervention studies designed to increase syntactic complexity and to examine the effect of such increases on the quality of written composition, and (2) a set of diverse studies on the proposed relationship between syntactic complexity and writing quality. Based on the literature review, two conclusions were offered concerning the complexity-quality relationship. First, neither T-unit length nor clause length is a good predictor of writing quality. Second, although sentence-combining studies sometimes seem to improve writing quality, the improvement is probably due to factors other than increases in T-unit and clause length. (RL)

ED 202 025

CS 206 297

Perl, Sandra

Creativity and the Composing Process: Making Thought Visible.

Pub Date—Mar 81

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, *Creativity, Educational Environment, Elementary Secondary Education, Research Needs, Skill Development, *Student Motivation, *Teacher Role, Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Research, Writing Skills

Observing writers in isolation, pulling them into research settings in neatly designed studies will reveal nothing about the circumstances that enable people to write. Context, or the setting in which writing actually takes place, may be the most enabling circumstance. Many first grade teachers believe their students cannot write or even spell. However, observations of first grade classrooms, as well as those of other grades where students have written considerably, have shown that teachers—by examining their own writing processes, by writing and sharing their writing with their students, by allowing students to generate their own topics based on experience, and by realizing that there is never just one thing that changes or improves a student's writing—can create enabling circumstances for young writers. Teachers can begin to understand how their own composing process works and become sensitive to what fosters composing and what inhibits it. They can become models who engage in all of the activities in which the class engages. Studying what these teachers do and how they do it poses a challenge to traditional writing research. Collected writing samples and pretests and posttests are not sufficient to understand how writers develop. Researchers need to be more sensitive to learning and writing contexts. (HTH)

ED 202 026

CS 206 298

Bisson, Lillian M.

From Composition to Career: Sequential Assignments for Professional Writing.

Pub Date—Mar 81

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, College Students, Higher Education, Integrated Activities, Interdisciplinary Approach, *Learning Activities, *Sequential Approach, *Teaching Methods, Writing Exercises, *Writing Instruction, Writing Processes

Identifiers—*Advanced Composition

Seeking to involve students more actively in their writing assignments, two teachers developed a group of sequential writing assignments with an interdisciplinary emphasis for students in an advanced writing course. The goal of these writing assignments was to give students who had solved most of their mechanical writing problems a chance to explore their own experiences and achieve an active command in a particular subject area while polishing their writing skills. Each assignment had a cycle of four activities designed to involve students in increasingly complex writing tasks. The four stages of each writing assignment were as follows: (1) a free writing activity in which students would "brainstorm" their subject area; (2) a focused, structured paragraph of 12 to 15 sentences on the topic, again depending exclusively on personal experience; (3) a structured essay of five to six paragraphs, designed for a general audience, that added support to the personal-experience material with information from the popular media; and (4) a structured report intended for a specialized audience and supported with information from professional books and journals as well as from the popular media and personal experience. The cycle was used in four writing assignments throughout a semester and combined with additional instruction on rhetoric, writing mechanics, and research methodology. (RL)

ED 202 027

CS 206 299

Bogue, Carole

Difficulty in Establishing Problem Solving Programs within Regular Curriculums.

Pub Date—Apr 81

Note—7p.; Paper presented at the Annual Meeting of the Western College Reading Association (14th, Dallas, TX, April 9-12, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Curriculum Development, Higher Education, *Learning Theories, *Logical Thinking, *Problem Solving, Research Needs, *Research Problems

Many students are not skilled "thinkers" or "problem solvers." Extensive research has been conducted to describe the mental processes involved in problem solving in the hope of establishing a theoretical basis for training students to become more adept at reasoning. Certain problems become evident, however, when reviewing literature for designing an appropriate program: categories of intellectual abilities and skills are void of operational definitions, theorists do not share standard terminology for naming the same processes, they do not clearly define levels of reasoning skills, and they do not agree on the distinction between reasoning skills and strategies required for their application. To create problem solving programs for curricula using the findings of research, one must first determine a set of reasoning patterns that combine in various ways to make up more complicated reasoning patterns—a procedure that would be greatly facilitated by a standard set of definitions and distinctions. Students need to practice a series of intellectual skills that prepares them for meaningful application on given problems involving a variety of concepts. They also need direct instruction in the strategies required to apply specific skills. If researchers would report findings with this in mind, the burden placed on educators would be greatly reduced. (HTH)

ED 202 028

CS 206 300

Hartnett, Carolyn G.

Cohesion and Mental Processes in Writing Competence.

Pub Date—Oct 80

Note—30p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Expository Writing, Higher Education, *Holistic Evaluation, Remedial Instruction, *Teaching Methods, *Writing Instruction, *Writing Research, *Writing Skills

Identifiers—*Cohesion (Written Composition)

Based on a review of the research and theory on cohesion in writing, it was hypothesized that developmental students could improve their writing competence and their use of cohesive ties by studying the mental process, meaning, mechanics, and rhetorical purposes of cohesive ties. To test this hypothesis, the persuasive and expository compositions of 79 college students were analyzed for cohesive ties and were holistically evaluated. Two teachers each taught a control group (traditional instruction) and an experimental group (instruction focusing on 11 cohesive ties). The results of the study were as follows: (1) there was a positive correlation between the number of types of cohesive ties and the holistic quality ratings of the papers; (2) differences in cohesion were not related to the mode of the assignment; (3) differences between pretest and posttest scores were not large enough to be significant, though differences between pretest and posttest means showed statistical significance when the experimental groups were compared with the control groups; (4) treatment, teacher, and mode made no significant differences alone, although the effect of the teacher neared significance for holistic scores, and (5) teacher-treatment group interactions caused significant differences in both cohesive ties and holistic gains, though they accounted for only a small part of the total difference. (RL)

ED 202 029 CS 206 301

Hartnett, Carolyn G.

Tying Thinking to Writing: Theory and Teaching.
Pub Date—May 81

Note—59p; Expanded form of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adults, *Cognitive Processes, *Learning Theories, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Research, Writing Skills

Proposing the theory that adult basic writers can learn to write better if they are taught to understand the mental processes that writing requires, this paper presents a brief teaching guide for systematic instruction in these processes. The paper first examines how ideas develop and then outlines the mental processes in rhetoric. Discussions of the various lexical ties that relate sentences and ideas, and of the mechanics of writing follow. The latter half of the paper presents the content of a course in basic writing based on the thinking and writing theory, including course activities, objectives, and tests. A summary of an experimental study of this theory concludes the paper. (HTH)

ED 202 030 CS 206 308

Cooper, Elizabeth J. Gilbert, William H.

Views from Janus's Head: Older and Wiser Double-Takes on Freshman Standards.
Pub Date—Apr 81

Note—18p; Paper presented at the Annual Meeting of the College English Association (12th, Cherry Hill, NJ, April 2-4, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Curriculum Development, *Curriculum Problems, Grammar, Higher Education, Rhetoric, *Writing (Composition), *Writing Evaluation, Writing Instruction Identifiers—*Freshman Composition

The freshman composition courses at a southwestern university were originally designed with detailed and explicit standards for the first course, which emphasized grammar, while the standards for the two rhetoric courses were general and left much to the judgment of the teacher. No penalties were exacted for rhetorical or logical lapses, while precise and occasionally heavy penalties were demanded for grammatical errors. The flaws in this approach included the psychologically crippling emphasis on error for the novice writer and the fact that the final impromptu essay for the grammar class determined the grade for the entire course. Many legitimate benefits were expected from such an approach, but for every benefit realized, a problem arose, until the grammar course was totally void of rhetoric. To help balance grammar with rhetoric, the English department is considering rearranging the sequence, deferring the grammar course until students have reason to learn these skills. Other possibilities being considered are introducing content area reading into the writing classroom, peer tutoring, teachers and students writing together, and journal writing to replace some of the required papers. (HTH)

ED 202 031 CS 206 310

Writing to Be Read: A Curriculum for Teaching the Writing Process.

Neshaminy School District, Langhorne, Pa.
Spons Agency—Department of Education, Washington, D.C.

Pub Date—Sep 80

Note—510p

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Audiences, Curriculum Guides, Elementary Secondary Education, English Curriculum, Holistic Evaluation, *Inservice Teacher Education, Language Arts, Student Motivation, Student Writing Models, *Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers—Audience Awareness

Developed by teachers who had been trained in the teaching of the writing process, this curriculum guide is designed to help teachers gain the skills necessary for effective writing instruction. The seven sections of the guide provide the following

information: (1) the basic assumptions and guidelines of the curriculum; (2) an explanation of the various stages of the writing process; (3) a discussion of the expressive forms of writing; (4) lesson plans for grade one through twelve; (5) descriptions of writing activities that are designed to be completed in one day; (6) an explanation of holistic evaluation of writing, with sample student papers; and (7) a summary of some of the important research concerning the writing process. (FL)

ED 202 032 CS 206 311

Rosner, Mary Paul, Terri

Using Sentence Combining in Technical Writing Classes.
Pub Date—Mar 81

Note—16p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Higher Education, Paragraph Composition, *Sentence Combining, *Sentence Structure, *Technical Writing, *Writing Exercises, *Writing Instruction Identifiers—Audience Awareness

In spite of the growth in popularity of sentence combining over the last 20 years, few teachers use it in technical writing classes, either because the exercises are inappropriate or because teachers fear that sentence combining will teach students to write longer rather than better sentences. Sentence combining can, however, teach technical writing students basic sentence structure, sentence editing and punctuation, paragraph development and organization, and rhetorical stance. It allows students to practice choosing material appropriate for different audiences and purposes. One sentence combining exercise requires students to combine sets of sentences in imitation of a particular structure. A series of "decomposing" exercises can help students see why a particular sentence is unfocused and how it can be improved. In a similar exercise for paragraphs, students choose a focus for the paragraph from a list of base sentences, select appropriate details from the list, and organize them for emphasis. In a final exercise, teachers can present a series of base sentences, then ask students to choose different kinds of details for different, previously defined audiences. After choosing the details, students adjust word choice and emphasis for each audience. The exercises show that sentence combining, with its emphasis on flexibility and choice, allows for the variations that exist in technical writing. (HTH)

ED 202 033 CS 206 312

Orchard, Diane Terry

A Primary Teacher's Inservice Support System for Writing.
Pub Date—Apr 81

Note—34p; Based on a paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (13th, Portland, OR, April 10-12, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Educational Research, Elementary School Teachers, *Inservice Teacher Education, Language Arts, Primary Education, *Teacher Attitudes, Teacher Effectiveness, *Teacher Improvement, *Writing Instruction, Writing Processes

Ten second and third grade teachers participated in a study to determine the effectiveness of a "support system" inservice program, in which teachers shared successful teaching procedures and discussed the problems encountered in the teaching of writing. The teachers attended monthly support meetings, shared the writing of their students, kept logs in which they recorded their feelings about writing instruction, and permitted a researcher to observe their classes over a school year. The topics covered at each support meeting were determined by the needs expressed by the teachers. At the end of the year-long project, the teachers wrote evaluations and the student writing samples were holistically rated by trained scorers. The results indicated that student writing improved over the course of the program. In addition, all the participating teachers reported that they had gained useful information through the program and that they felt more confident about teaching writing to students. (FL)

ED 202 034 CS 206 314

Delph, Donna And Others

Developing Basic Writing Competencies in the Elementary School: An Example of University and School System Cooperation.
Pub Date—Apr 81

Note—47p; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (13th, Portland, OR, April 10-12, 1981).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College School Cooperation, Educational Assessment, Elementary Education, Higher Education, Holistic Evaluation, Longitudinal Studies, Program Descriptions, *Program Evaluation, Research Methodology, *Writing Evaluation, *Writing Instruction, *Writing Skills

Noting that few curriculum projects designed to teach effective writing skills have been evaluated through carefully planned, longitudinal research studies representing cooperative efforts between university and public school personnel, this report describes such a project. The report outlines (1) the purpose of the program, which was based on the premise that children learn to use language by actively generating it, and the steps in its implementation; (2) the research procedure employed to evaluate the first three years of the program and the results of that research; and (3) a curriculum model that demonstrates an effective working relationship between university and public school personnel. Appendices contain materials used in the holistic evaluation of student writing samples, notes on building-centered testing programs in writing, and copies of two writing skills checklists. (FL)

ED 202 035 CS 206 315

Hayes, John R. Flower, Linda

Uncovering Cognitive Processes in Writing: An Introduction to Protocol Analysis.
Pub Date—Apr 81

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Research Design, *Research Methodology, Research Problems, Writing (Composition), *Writing Processes, *Writing Research

Identifiers—*Protocol Analysis

The act of composing is best described as a set of distinguishable processes that interact. There are four methods for researching these processes: (1) behavior protocols, in which subjects are observed but are not asked to report their thought processes verbally; (2) directed reports, in which subjects are asked to explain how they performed a task; (3) directed reports, in which the subject is asked specific questions while performing a task; and (4) thinking aloud protocols, in which subjects report on anything they are thinking while performing a task. These process tracing methods are better than input/output methods because they can pinpoint difficulties when the writer encounters them, and they offer valuable opportunities for scientific exploration. In addition, there are aspects of writing that are difficult to observe without these methods. Three major objections have been raised about the use of verbal reports as data: verbal reports are unreliable because people are not conscious of their cognitive processes, reporting them verbally distorts them, and verbal reports are incomplete and not objective. It is interesting that verbal protocols are singled out for criticism on the grounds of incompleteness, since they are characteristically more complete than most other methods to which they are compared. (HTH)

ED 202 036 CS 206 316

Mayo, Nolie Brown

Tenth Grade Students' Perceptions of the Writing Process.
Pub Date—Jan 81

Note—25p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

52 Document Resumes

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade 10, High Schools, Holistic Evaluation, *Persuasive Discourse, *Student Attitudes, Writing (Composition), *Writing Processes

Identifiers—*Audience Awareness

A study was conducted to obtain descriptive data on whether a student is aware of an audience when writing, what students perceive as the purpose of a persuasive writing assignment, and what steps comprise their writing process. Approximately 500 tenth grade student essays, prompted by an assignment based on the theme of the literature the class was studying, were graded holistically. Subsequent interviews with four randomly selected students revealed that the subjects approached writing tasks from a limited perspective about the internal aspects of the assignment. They also expressed few variations in the steps engaged in to complete the process. Those who scored highest on the essay revealed that they had thought through the assignment, and they also seemed to try to improve their writing. Planning and revision were seldom used by any of the students. (HTH)

ED 202 037 CS 206 317

Project Basic Instructional Guide, Volume 1. Functional Writing.

Maryland State Dept. of Education, Baltimore.

Pub Date—May 80

Note—133p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavioral Objectives, *Classroom Techniques, Elementary Secondary Education, Functional Literacy, *Learning Activities, Teaching Guides, Writing (Composition), *Writing Instruction, *Writing Skills

This instructional resource guide contains a variety of learning activities categorized according to specific instructional objectives for functional writing development. The activities were developed, reviewed, and evaluated by participants in Project Basic of the Maryland public school system. Thirty-eight objectives are arranged under five competencies—recording personal information, writing messages and reports, writing letters, completing forms, and writing sentences and coherent paragraphs. Each objective contains the following information: (1) instructional specifications (instructional level, curriculum concepts/content, and behaviors to be demonstrated), (2) suggested learning activities, (3) suggested classroom evaluation procedures, (4) extended activities, and (5) lists of vocabulary/key words needed to understand the concepts taught within the objectives. (RL)

ED 202 038 CS 206 318

Neidig, Marilyn Bowden, Sandra P.

A Study of the Relationships between College English Grades and Writing Ability of Education Majors.

Pub Date—[76]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *College English, College Freshmen, College Students, *Correlation, *Grades (Scholastic), Higher Education, *Writing Research, *Writing Skills

A study examined the relationship between writing ability and grades received in freshman English courses. Other variables examined in the study were year in college, major teaching area, remedial English courses taken, advanced placement in English courses, sex of the student, and cumulative grade point average. The subjects were 92 education majors randomly selected to complete a brief background survey and to write an essay demonstrating their writing ability. Two raters graded the content, structure and organization, and mechanics of each essay. When the three measures of writing ability for the total sample were correlated to the factors affecting writing ability, some of the correlations were statistically significant but none was meaningful in terms of the sample because of the low correlations. (Author/RL)

ED 202 039

Roman, Kenneth Raphaelson, Joel

Writing that Works.

Report No.—ISBN 0-06-014843-8

Pub Date—81

Note—105p.

Available from—Harper & Row, Publishers, 10 East 53rd Street, New York, NY 10022 (\$9.95 cloth).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Business Communication, *Business Correspondence, Business English, Job Skills, *Technical Writing, *Writing Skills

Intended for use by nonprofessional writers who must use the written word to communicate and get results, this book offers practical suggestions on how to write business letters, memos, sales and fund raising letters, plans, and reports. The book covers general principles of good writing and emphasizes the importance of editing. In addition, it explains how to make writing readable and offers advice on how to schedule time for writing. It illustrates points with examples of both good and bad writing. It also offers a list of books designed to help people write better. (FL)

ED 202 040

Gallo, Donald R., Ed.

Living with Adolescent Literature.

Connecticut Council of Teachers of English.

Pub Date—80

Note—190p; The Connecticut Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Connecticut English Journal; v12 n1 Fall 1980

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adolescent Literature, Censorship, Drama, Elementary Secondary Education, English Curriculum, *English Instruction, Language Usage, *Literature Appreciation, Minority Groups, Novels, Poetry, *Reading Interests, Reading Materials, Sex Role, *Student Motivation

The 32 articles in this special journal issue are intended to familiarize teachers with recent, good young adult literature and to provide them with ways of integrating it into the literature curriculum. Topics discussed in the articles include: (1) the changing hero in young adult literature, (2) book clubs, (3) the place of young adult fiction in a high school reading center, (4) the theme of child abuse in young adult literature, (5) arguments and tactics used by censors, (6) the black teenager in young adult novels by award-winning authors, (7) fictional models for female readers, (8) the use of fiction in drug education, (9) what students read during their summer vacations, (10) using realistic language in young adult books, (11) the theme of power in young adult literature, (12) the adolescent in dramatic literature, (13) poetry for adolescents, (14) recurring themes in recent Mexican-American fiction, (15) a composite portrait of the teacher in selected novels for adolescents, (16) young adult literature as a guidance technique, (17) urban teenagers' concerns and young adult novels, (18) science fiction literature as a boon to both teachers and students, (19) how teachers use the young adult novel in the English classroom, and (20) portraits of father/son relationships in contemporary adolescent literature. (FL)

ED 202 041

Olson, Gary A., Comp.

Proceedings of the Southeastern Writing Center Conference (1st, University of Alabama, February 7, 1981).

Southeastern Writing Center Association.

Pub Date—7 Feb 81

Note—82p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Problems, English Curriculum, English Departments, Grammar, Higher Education, Peer Evaluation, *Program Administration, *Program Costs, Program Descriptions, Staff Role, Writing (Composition), *Writing Instruction

Identifiers—*Writing Laboratories

Presented at a writing center conference by English department faculty members from around the United States—all involved with writing centers—the

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papers in this collection relate personal experiences and discuss many of the problems faced by writing centers. The ten papers deal with the following topics: (1) the progress and future of writing centers in college English departments, (2) the areas in which writing center staffs are ignorant, (3) experimenting beyond basic grammar instruction, (4) administrative problems at writing centers, (5) overcoming student and faculty resistance to writing centers, (6) defining the role and objectives of a writing center, (7) obstacles in gaining administrative support for a writing center, (8) writing center funding, (9) undergraduate staffing in writing centers, and (10) constant change in writing centers. (HTH)

ED 202 042

Edelsberg, Charles M.

Evaluation and Revision: A Field Study into Student Writers' Uses of Teacher Evaluation.

Pub Date—Mar 81

Note—16p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Feedback, Grade 11, High Schools, Research Methodology, *Student Motivation, *Student Teacher Relationship, Writing (Composition), *Writing Evaluation, *Writing Instruction, *Writing Research

Identifiers—*Revision (Written Composition)

Until writing researchers understand how students respond to teacher marking techniques in composition, they risk prescribing strategies that waste teachers' instructional time. For this reason a study with a participant/observation methodology was conducted to describe and interpret student responses to writing instruction methods. The five-month study of an eleventh grade class included observation, occasional participation by the researcher in teacher planning and class activity, interviews with teachers and students, and interpretive analysis. The research revealed that students attended selectively to teacher commentary and also used different sources of information, such as assignment directions or teacher feedback to help generate and edit their compositions. Students who wanted to get good grades or be favored by the teacher construed teacher commentary as absolute judgment on the worth of their performance. Internally motivated students appeared to interpret teacher remarks as information to be used in developing not only their writing, but their personal and social competence as well. The findings suggest that revision guides are useful only for assignments that are motivating. Revision research cannot ignore the processes and contexts of writing if it is going to help develop courses with real meaning for composition students. (HTH)

ED 202 043

Baker, Donald

Functions of Folk and Fairy Tales.

Association for Childhood Education International, Washington, D.C.

Report No.—ISBN 0-87173-096-0

Pub Date—81

Note—27p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 (\$2.00 plus 10% postage).

Pub Type—Books (010) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childrens Literature, Content Analysis, *Fables, Fantasy, *Folk Culture, *Literature Appreciation, Psychological Needs, *Storytelling Identifiers—*Fairy Tales, *Folktales

This booklet examines folk tales and fairy stories derived from folk wisdom from the standpoint that they are not an escape from reality, but that they help people deal with the reality that technology cannot explain. The book focuses on the pros and cons of folk and fairy tales and on their nature and function. It also presents an analysis of a contemporary fairy tale. The book concludes with a discussion of why, when, and how to tell fairy tales and a bibliography of books for children of all ages. (HTH)

ED 202 044 CS 206 325

Hertz, Vivienne Lucas

The Composing Process in Technical Communications.

Pub Date—Mar 81

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Classroom Techniques, Curriculum Development, Higher Education, Skill Development, *Technical Writing, *Writing Exercises, Writing Instruction, *Writing Processes, Writing Skills

Technical communication teachers need to recognize the increasing diversity of their classroom populations and become more flexible in planning curricula without "watering down" students' expectations to leave the courses more skilled than they were upon entering. Teachers should discuss with students some of their writing barriers and the technical areas in which they are proficient. In one exercise that lets students experience success early in the course, three students volunteer to teach the class something through demonstrations or sets of directions. The writing assignment is for the rest of the class to write a set of directions based on one of the reports for someone who has not heard the presentation. In a group exercise to help students produce coherent, logically developed outlines, each person develops an outline, three of which are then judged by students and defended by the authors. The judges then choose the preferred outlines. Making assignments relevant, allowing students opportunities for creative problem solving, and then planning for ways to offer assistance or to help them move toward increased confidence in their skills are valid objectives for technical writing courses that focus on the writing process. (HTH)

ED 202 045 CS 503 323

Simons, Herbert W.

Requirements, Problems, Strategies Revisited: The Rhetoric of Collectivities.

Pub Date—Apr 81

Note—25p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, Developmental Stages, Higher Education, *Leadership Styles, Models, Organizational Communication, Organizations (Groups), Persuasive Discourse, *Research Design, Research Methodology, Rhetoric, *Rhetorical Criticism, Speech Communication, Theories

Identifiers—*Rhetorical Strategies, *Social Movements

Designed initially as a way of understanding the often anomalous rhetoric of movement leaders, the Requirements-Problems-Strategies (RPS) framework for analyzing the rhetoric of social movements has been applied in recent years to analyses of other collective rhetoric and leadership roles in collectivities. RPS has also been used in conjunction with other communication theories (particularly K. Burke's pentad) to identify and account for the patterns of rhetoric unique to particular movements and the events in the life of a movement. Emphasized by the RPS approach are the cross pressures and constraints that inhere in the organizational roles of leaders of collectivities. The studies used to illustrate RPS include the following: (1) E. W. Mechling's study of 1960s free clinics and the creation of a theory of the rhetoric of counterinstitutional movement organizations (CIMOs), (2) L. M. Griffin's model of the stages of development in a social movement and the history of a movement's rhetoric, (3) G. Shive's study of rhetoric during a transitional period in a movement's history (the Chinese Communists during their United Front period from 1935 to 1942, for example), and (4) K. Reynolds's study of patterns of rhetorical invention, which focused on the ideological rhetoric of ordained Catholic revolutionaries in Latin America. (RL)

ED 202 046 CS 503 332

Roberts, Charles V. Cannon, Walter

Teaching Communication in Content Area Courses: Another Functional Use of the Liberal Arts Curriculum.

Pub Date—Apr 81

Note—34p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981). Balance Form may be marginally legible.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College English, *Communication Skills, Competency Based Education, Higher Education, *Interdisciplinary Approach, Program Descriptions, Reading Skills, *Skill Development, Speech Skills, Student Development, Study Skills, Writing Skills

This paper describes a unified effort at Central College (Pella, Iowa) to insure that graduates in all content areas achieve competency in the communication skills of reading, writing, and speaking. The discussion focuses on how the program was set up, what its components are, how all the faculty contribute, the positive impact of the learning/tutorial center and the "Writing Anthology" (a publication of "outstanding" writing by students), and the evaluation methods that maintain the program's standards and effectiveness. Appended materials include samples of skills coding sheets, communication skills objectives, a list of content area courses at Central College that integrate the development of communication skills with the subject matter, and the criteria by which content area teachers judge students' oral, written, and reading skills. (RL)

ED 202 047 CS 503 335

Tsukahira, Rita J.

A Proposal for a Phenomenological Approach to Developing Orientation Programs.

Pub Date—Feb 81

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Problems, *Cross Cultural Training, Cultural Background, *Cultural Context, Cultural Differences, *Cultural Education, Cultural Influences, Higher Education, Intercultural Programs, Nonverbal Communication, *Program Design, Socialization, *Speech Communication

Identifiers—*Intercultural Communication

Sojourners, people who stay for a period of time in countries of which they are not natives, sometimes may encounter communication situations for which they are not prepared. A program seems necessary whereby people living in nonfamiliar cultures can learn to interpret cultural idiosyncrasies inherent in communication patterns and to function as more effective communicators within the foreign culture. To ensure a match between program content and participant needs, this paper contends that a successful program for sojourners should be based upon a phenomenological perspective, one that aligns the training curriculum with the needs that the sojourners themselves and others with the sojourners' viewpoint have expressed. To develop this point, the paper examines (1) the interrelationship between culture and communication, (2) the nature of existing orientation programs (their theoretical bases and the methodologies they use), (3) the existing programs, and (4) a proposal for a phenomenological approach to developing sojourner-orientation programs. (RL)

ED 202 048 CS 503 338

Balthrop, Bill, Ed.

Forensics in the Seventies: A Retrospective.

Delta Sigma Rho-Tau Kappa Alpha, Lawrence, Kans.

Pub Date—79

Note—71p.

Journal Cit—Speaker and Gavel; v17 n1 Fall 1979

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Debate, Educational Trends, *Faculty Advisers, Higher Education, Persuasive Discourse, *Speech Communication, *Speech Curriculum, *Speech Instruction

Identifiers—*Forensics

The 16 articles in this journal issue identify and assess change and constants in intercollegiate forensics during the decade of the 1970s. The articles give varying perspectives on the significance of the decade and the topics range from concern for tenure for the debate coach to the formats of argumentation theory within the debates themselves. (FL)

ED 202 049 CS 503 340

Tehrani, Majid

Socio-Economic and Communication Indicators in Development Planning: A Case Study of Iran. Communication and Society 5.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[80]

Note—137p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Communication Research, Communications, *Developing Nations, Foreign Countries, *Mass Media, *Social Change, *Social Development, *Social Indicators, Social Problems, Tables (Data)

Identifiers—*Communication Indicators, *Iran

Examination of the social development of Iran reveals that quantitative leaps in the growth of traditional communication indicators, such as the mass media, did not necessarily mean growth in the social communication system as a whole. The intrinsic communication needs of modern Iranians for identity, legitimacy, and community have remained unfulfilled by the mode of development Iran has experienced in the last 25 years. Prior to the revolution of 1979, the population tended toward religious and egalitarian attitudes combined with nationalistic preferences, while the government ideological positions were relatively unpopular. Many of the development objectives put forth by the government became Iran's most important social problems, to the degree that the country's rate of growth had declined to a virtual standstill in 1978. Iran's communication system at the time consisted of the traditional media, both religious and secular, the theatre, the press, publishers, broadcasting, advertising, and the film industry. The evolving Islamic policy toward mass communication will restrict it to propagation of Islamic views and culture. A period of uneven and rapid growth in the economy and the accumulation of communications capital and infrastructure may lead to social and political disintegration or revolution. (HTH)

ED 202 050 CS 503 343

Thompson, William N. Marie, Janice

FOI and Fire at the MGM Grand.

Freedom of Information Center, Columbia, Mo.

Pub No.—FOI-437

Pub Date—Apr 81

Note—9p.

Pub Type—Reports - General (140) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alarm Systems, *Communication Problems, Court Litigation, *Fire Protection, Freedom of Speech, *Hotels, *Information Dissemination, News Media, *Organizational Communication, *Safety

Identifiers—*Freedom of Information, Media Role, Nevada (Las Vegas)

The fire at the MGM Grand Hotel in Las Vegas, Nevada, brought to light a lack of compliance with the freedom of information philosophy and its supporting statutes. Freedom of information means circulation of important information. However, at the Grand Hotel, the hotel staff had not been properly trained in disaster procedures, the escape directions of the international hotel were printed only in English, and hotel guests were not properly informed of the extent and seriousness of the fire. The MGM corporation continued to limit freedom of information following the fire. They controlled, for example, the flow to stockholders of insurance and fire inspection reports citing faulty fireproofing and other violations. As numerous lawsuits were filed against MGM, the corporation continued to hamper the investigations of plaintiffs' attorneys and others by restricting access to the hotel property. In addition, the ambiguities of the Nevada Public Records Act kept the press from gaining access to fire inspection records. Disasters will occur, but the frequency and severity of disasters can be lessened considerably by a vigilant public given the required tools which can only be furnished by full freedom of information. (HTH)

ED 202 051 CS 503 351

Klopf, Donald W. Cambra, Ronald E.
The Basic Speech Course: University of Hawaii
Style.

Pub Date—Jul 81

Note—16p; Paper presented at the Meeting of the Communication Association of the Pacific-America Conference (Honolulu, HI, July 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Communication, *Communication Skills, *Course Content, Course Descriptions, Higher Education, Interpersonal Competence, *Job Skills, Public Speaking, *Speech Communication, Speech Curriculum, *Speech Instruction, Speech Skills, Student Needs

Identifiers—University of Hawaii

People spend about three-fourths of their waking hours engaged in some form of communication and about half of this time speaking and listening. In spite of this, communication generally is ineffective. There are many reasons for improving one's communication skills, the most important being employability. For example, a survey of personnel directors of both large and small businesses ranked communication skills as having the most influence on their decision to hire college graduates. The basic speech course at the University of Hawaii was designed to meet the needs of Hawaiian students, who, as a group, are more fearful of speaking and often do not leave a favorable impression of themselves when speaking with strangers. The course brings students gradually through a series of skills related to interpersonal communication, interviewing, discussion, and public speaking. The course emphasizes the principles and practices most useful on the job or at school. While not enough time has passed to judge the long term effects of the course, over a two-year period students' evaluations of the course have been most favorable. (HTH)

ED 202 052 CS 503 354

McCroskey, James C. And Others

Individual Differences among Employees Management Communication Style and Employee Satisfaction: Replication and Extension.

Pub Date—Apr 81

Note—24p; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Communication Skills, *Employer Employee Relationship, *Individual Differences, *Job Satisfaction, Leadership Styles, Organizational Communication, Speech Communication, *Supervisors, Supervisory Methods

Identifiers—*Communicator Style

Portions of three earlier studies relating differences in employees to employee satisfaction and one study relating management communication style (MCS) to employee satisfaction were replicated across four organizational contexts. Major findings supported the generalizability of the results revealed in the earlier research. The role of superior/subordinate relations and their impact on employee satisfaction were examined through perceptions of employees with regard to the MCS of upper management and the task behaviors of their immediate superiors. The results supported the MCS conceptualization advanced in the earlier study and indicated that the MCS of immediate superiors and of upper management had their primary impact on different dimensions of employee satisfaction. Perceptions of superiors' task behaviors were found to have different impact on employee satisfaction for different organizational contexts. The variability in employee satisfaction predictable from individual employee differences and from superior/subordinate interaction was found to have little overlap. (Author/FL)

ED 202 053 CS 503 355

Lifshitz, Paltiel Shuman, Gary M.

Confirmation/Disconfirmation in Cooperation and Competition: Reciprocity or Compensation?

Pub Date—May 81

Note—48p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Communication Research, Communication Skills, *Competition, *Cooperation, Interaction Process Analysis, *Interpersonal Competence, Interpersonal Relationship, Nonverbal Communication, *Personal Space, Verbal Communication

Identifiers—*Compensation (Communication), *Reciprocity (Communication)

Ninety-six male students participated in an experiment studying the relationship between reciprocity and compensation in dyadic communication. The subjects were asked to solve a hypothetical problem and, depending on their pretest instructions, were given an orientation toward competition or cooperation with their partners. Time was used to test development in the dependent variables confirmation, disconfirmation, and looking measures. Confirmation/disconfirmation represented the degree of support given by an individual to the relationship or the other member in the relationship. It was shown that confirmation can be measured reliably as a dependent variable. There was a significant correlation between the amounts of verbal confirmation and disconfirmation of dyadic partners, illustrating reciprocity. The various looking behaviors were correlated, and some produced significant negative correlations between dyadic partners, supporting compensation. There was an example of co-occurrence of reciprocity on the verbal and compensation on the nonverbal confirmation. Hypotheses on the effects of cooperation/competition on confirmation/disconfirmation were generally supported. Some of the looking behaviors were also affected by cooperation. As the experiment progressed, subjects tended to increase confirmation. (Appended material includes figures and tables related to the study.) (RL)

ED 202 054 CS 503 356

Stringer, Bobbi Rhe Hurt, H. Thomas

To Praise or Not to Praise: Factors to Consider before Utilizing Praise as a Reinforcing Device in the Classroom Communication Process.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 8-10, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Classroom Communication, *Classroom Research, Elementary Education, Feedback, Literature Reviews, *Positive Reinforcement, Student Attitudes, *Student Motivation, Student Teacher Relationship, *Teacher Influence

Identifiers—*Praise

For praise to have a positive effect on a child's achievement, teachers must be aware of some important research findings. Varying results of early studies on the benefits of praise still indicate one generalization: either praise or criticism is more effective in reinforcing student achievement than is ignoring achievement. Research in the past two decades has indicated more consistently that positive verbal reinforcement leads to improved achievement. Some educators, however, still hold that praise can be a threat for a child rather than a reward. For example, praise that does not fit a child's self-image can trigger a negative goal-setting process. Praise results in improved achievement only when it is congruent with student needs. Researchers are examining the relationship between praise and behavior, with studies indicating that praise reinforces appropriate classroom behavior and inappropriate behavior can best be controlled by ignoring it rather than punishing it. A study of motivation and praise suggests that students are intrinsically motivated when they engage in behavior because the behavior itself is rewarding. Adding extrinsic reinforcement to an already interesting task does not increase motivation but may instead cause a student to lose interest. However, praise may not be detrimental to intrinsic motivation if it is used to invite a response from the child. (HTH)

ED 202 055 CS 503 357

Johnston, Michael

The New Christian Right: Communication, Conflict, and the Politics of Language.

Pub Date—Apr 81

Note—28p; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

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EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, *Language Usage, *Political Influences, *Religion, Religious Cultural Groups, *Rhetoric, Rhetorical Criticism, Speech Communication

Identifiers—*New Christian Right

Noting that language and politics both grow out of the underlying processes of social agreement and dispute, this paper analyzes the political language of the New Christian Right (NCR) movement as it is found in the national print media. Various sections of the paper discuss the following: (1) the background of the NCR, the characteristics of the organizations comprising it, and the nature of the constituency of those organizations; (2) the change in the NCR from a fundamentalist insurgency movement to a special interest group, prompted in part by the election of a politically conservative President of the United States; and (3) the future of the NCR. (FL)

ED 202 056 CS 503 358

Gustainis, J. Justin Albone, Kenneth

The Effects of Communication Apprehension and Opportunity to Communicate on Human Bargaining Behavior.

Pub Date—Apr 81

Note—22p; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Collective Bargaining, College Students, Communication Problems, *Communication Research, *Competition, *Cooperation, Interaction, *Interpersonal Relationship, Speech Communication

Identifiers—*Communication Apprehension

A study examined three aspects of the collective bargaining situation that involves, either directly or indirectly, communication behavior: (1) the number of opportunities to communicate, (2) the degree of cooperation/competitiveness shown by an opponent, and (3) the degree of communication apprehension possessed by parties to the process. Seventy-two college students participated in the study. Each was administered a measure of communication apprehension and then asked to play the "prisoner's dilemma game," which is designed to measure the degree of a subject's cooperation/competitiveness. The results showed that a higher number of communications between game participants and their partners was related with more cooperative behavior. In addition, the findings revealed that, generally, persons who are anxious about communication with others tend to be more cooperative in their behaviors in a bargaining situation in order to avoid conflict. (FL)

ED 202 057 CS 503 359

Taylor, K. Phillip Buchanan, Raymond W.

The Impact of Voir Dire and the Deliberation Process on Jury Verdicts.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Science Research, Communication Research, *Court Litigation, *Decision Making, *Group Behavior, Group Dynamics, *Individual Differences, Legal Problems

Identifiers—*Juries

Recent social scientific interest in juror selection has advanced the "voir dire" (jury selection) process beyond Clarence Darrow's formula for choosing a jury likely to be sympathetic to his client. From a communication perspective, generalization to different cases in different sections of the country and under different conditions suggests inferential caution. Each situation contains a unique combination of variables: the crime, victim, defendant, geographic region, and jury composition. Research on mock jury deliberations, the repeated use of mock juries by plaintiff lawyers to prepare for an antitrust case, and the admitted importance of the deliberation process in the trial of John Mitchell and Maurice Stans lead to the same conclusion. "Voir dire" selects the cast for the drama staged in the deliberation room, but neither the prosecution nor the defense counsels can write the script of that drama. "Voir dire" identifies who will enter the deliberation

room. Social science techniques and the lawyer's experience can reveal what attitudes jurors take with them, but it is the deliberation process itself that remains the crucial element. (RL)

ED 202 058 CS 503 360

Gouran, Dennis S.

Prospects for Significant Theoretical Advances in Communication: The Role of the Interesting Question.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Research, *Inquiry, *Questioning Techniques, *Research Methodology, *Research Needs, *Speech Communication

This paper discusses ways in which the field of speech communication can be advanced. The first half of the paper characterizes the objectivist and subjectivist views of how knowledge is acquired and the forms of inquiry to which these views have led. The remainder of the paper demonstrates the role that the "interesting question" (one for which the answer promises to have significant impact on understanding how particular sets of phenomena are related) has played in contributing to advances in knowledge. Some cases are examined in which the role of the interesting question has led to important and useful discoveries. The cases examined include (1) John Snow's solution to the cholera problem in nineteenth century England, (2) the discovery of penicillin, (3) the development of the theory of atomic structure in chemistry, (4) Claude Bernard's discovery that the body produces its own sugar, and (5) Charles Darwin's work on evolution. Based on these observations, the conclusion is drawn that speech communication scholars should continue to direct their energies toward discovery rather than justification. (RL)

ED 202 059 CS 503 362

Hamer, Vicki

Application of a Methodology for Criticism of Television to "The Stranger": An Episode of "Little House on the Prairie."

Pub Date—Feb 81

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981). For related document see CS 503 363.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiences, *Characterization, Content Analysis, Production Techniques, *Programming (Broadcast), Rhetoric, *Television Viewing

Identifiers—*Little House on the Prairie, *Plot (Fiction), Television Criticism

Using a critical approach to television viewing that considers the literary and rhetorical impact of the program examined, this paper analyzes an episode of the family television drama, "Little House on the Prairie." The paper examines the episode's plot, characters, themes, production techniques, sound elements, tone, method of story development, and dramatic strategies, as well as the implied audience and implied author. The paper then analyzes the actual audience for the episode, the issues it presents, and its historical context. The final section of the paper offers a critical commentary on the episode. (FL)

ED 202 060 CS 503 363

Hamer, Vicki

A Methodology for Criticism of Television.

Pub Date—Feb 81

Note—21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981). For related document see CS 503 362.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Analysis, *Programming (Broadcast), Rhetoric, *Rhetorical Criticism, *Television Viewing

Identifiers—*Television Criticism

This paper offers a critical approach to television viewing that considers the literary and rhetorical impact of television programming. The methodology described is composed of three stages of criticism that are designed to examine and describe television

drama: (1) the descriptive stage, in which the critic examines the plot, characters, production techniques, sound elements, tone, purpose, method of story development, dramatic strategies, and the implied audience and the implied author of the work; (2) the analytic stage, in which the critic examines the actual audience of the work, the issue it presents, and its historical context; and (3) the judgmental or evaluative stage, in which the critic poses certain questions in order to make final methodological decisions about how to best illuminate and evaluate the drama. (FL)

ED 202 061 CS 503 364

Camden, Carl T.

Communication and Consciousness: A Psychoanalytic Perspective.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Research, *Interpersonal Competence, Nonverbal Communication, Psychology

Identifiers—*Intention, *Interpersonal Communication

Reviewing the definitions of interpersonal communication, this paper concludes that intentionality (the idea that a message transmitted by a speaker is based on a conscious plan) is often an important component of those definitions. It notes that the debate about the inclusion of intent in a definition of communication has focused on two theories of interaction: (1) that which is concerned with nonintended receivers of a communication, and (2) that which is concerned with nonverbal components of an interaction. The paper offers a theoretical perspective, focused on nonsymbolic communicative behaviors, that permits the resolution of the intentionality debate. It also challenges the traditional definition of intentionality and identifies the appropriate role of intentionality in communication definition and analysis. (FL)

ED 202 062 CS 503 365

Hellweg, Susan A. Phillips, Steven L.

A Verbal Analysis of the 1980 Houston Republican Presidential Primary Debate.

Pub Date—Feb 81

Note—31p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981). Light type may not reproduce clearly.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, Content Analysis, *Debate, *Discourse Analysis, Persuasive Discourse, *Rhetorical Criticism, Speech Communication

Identifiers—*Bush (George), Presidential Campaigns, Presidential Candidates, *Reagan (Ronald)

A study of the 1980 debate between Republican presidential candidates Ronald Reagan and George Bush demonstrates what influence, if any, a debate has on the voting public. The unit of analysis used in the study was each single message presented by each candidate without interruption by the other candidate or the moderator. Two investigators made independent decisions in the coding process and then compared their markings. There was a total of 26 candidate messages for Reagan and 18 for Bush. Unequivocal messages, ambiguous messages, reasoning processes, and other rhetorical features were noted for each message. In terms of clarity and ambiguity, (1) both candidates incorporated a direct statement of policy in over 80% of their messages; (2) neither candidate used unequivocal rhetorical devices extensively; (3) both candidates talked frequently about the position of an opponent, used emotional appeals, and failed to develop effective transitions in some of their messages; and (4) Bush used unfamiliar jargon in about half of his messages and sometimes did not explain or develop his ideas. Overall, Reagan appeared to rely on numerical facts, Bush more on philosophical arguments. (HTH)

ED 202 063

Gadke, Laura

An Examination of the Relationship among Performance, Speech Anxiety, and Grades: Three Field Experiments.

Pub Date—Feb 81

Note—37p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anxiety, College Students, *Communication Research, Community Colleges, *Feedback, *Grading, Informal Assessment, Performance Factors, Predictor Variables, *Speech Instruction, Student Attitudes, *Student Evaluation, Two Year Colleges

Identifiers—*Communication Apprehension

Experiments at three community colleges were conducted to examine the relationships among anxiety, performance, and two different methods of informing students of their instructor's evaluation of in-class speeches. Subjects were 77 students in six speech classes. The three teachers of the classes gave traditional letter grades and comments on the speeches in one of their classes, but only evaluative comments in the second of their classes. Student communication apprehension was measured before and after they had given their four required speeches, and independent raters evaluated students' speeches. The results of multiple regression analysis indicated some support for the hypothesis predicting a relationship between grading condition and final anxiety. Confident students scored significantly higher than their anxious classmates in final performance regardless of grading condition. When students' initial performance scores were entered in the analyses as a covariate, it became apparent that the covariate was the stronger predictor of final performance. The combined post hoc findings did not support the prediction that grades and initial anxiety interacted with final performance. (RL)

ED 202 064 CS 503 367

Olson, Lester C.

FDR's "Four Freedoms" Campaign: The Rhetorical Contribution of Norman Rockwell's Posters.

Pub Date—Apr 81

Note—13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Products, *Communication Skills, Democratic Values, *Identification (Psychology), Motivation Techniques, *Nonverbal Communication, Painting (Visual Arts), Persuasive Discourse, Politics, *Propaganda, Religion, *Rhetorical Criticism, *Symbolism

Identifiers—*Rockwell (Norman)

Rhetorical criticism focusing on Norman Rockwell's paintings of the "Four Freedoms" provides reasons for the paintings' effectiveness within the context of Franklin Roosevelt's campaign to educate Americans about participation in World War II. The epideictic icons in Rockwell's paintings promoted identifications that constitute the tenets of a conjoined religious and political perspective. Rockwell's method of establishing these identifications had at least three salient characteristics: (1) he based the identifications upon institutionalized American values that represented focal points for American unity; (2) he utilized images that traditionally were intimately associated with people and scenes within the institutions in order to establish identification with respect to those institutions; and (3) within these images, Rockwell provided productive ambiguities that enabled him to fuse symbols from different people and scenes, thereby broadening the range of symbols with which the viewer could identify. (RL)

ED 202 065 CS 503 368

Krueger, Dorothy Lenk

Marital Decision Making: A Language-Action Analysis.

Pub Date—May 81

Note—43p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Communication Research, *Decision Making, Family Problems, Interaction, *Interaction Process Analysis, Interpersonal Relationship, *Marriage, Relocation, *Spouses

A study analyzed the decision making process of a dual-career married couple debating whether they should relocate for his or her career. Their interaction was examined and interpreted through multiple components of conversational context, such as institutional constraints influencing the couple, their shared knowledge and perceptions, the structure of their conversation, and their language. The conversation analysis was compared with the couple's own description of their relationship and decision making process. Results showed that while they described themselves as equal partners in decision making, the analysis suggested that the husband tended to exert more influence over the conversations and the decisions and the wife tended to keep the conversation balanced and to give in where decisions were concerned. Reasons for the discrepancy between their perceptions of their behavior and their actual behavior include the husband's need to control the situation and the wife's collaboration with him, and the wife's need for the husband to "take charge," indicating that "openness" and honesty may be poor predictors of satisfaction in a relationship. (HTH)

ED 202 066 CS 503 369

Hessacker, Martin. Petty, Richard E.
Effects of Recipient Posture on Persuasion.
Pub Date—81

Note—9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Detroit, MI, April 30-May 2, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Audiences, Cognitive Processes, College Students, Communication (Thought Transfer), *Communication Research, Correlation, *Evaluative Thinking, Females, *Human Posture, *Persuasive Discourse Identifiers—*Audience Response

Sixty-five female undergraduate students who were either standing or reclining listened to a tape-recorded counterattitudinal speech containing either strong or weak arguments. Their evaluations revealed a significant interaction between posture (standing or reclining) and quality of arguments (strong or weak) on a measure of attitude change. Strong arguments became more convincing and weak arguments became even weaker when the subjects listened to the arguments in the reclining condition. Standing subjects reported being more distracted from attending to the message than did reclining subjects; they also were less persuaded by strong arguments and more persuaded by weak arguments than were reclining subjects. These results support an information processing explanation of the effects of posture on persuasion. (RL)

ED 202 067 CS 503 370

Clampitt, Phillip G. Laird, Angela
Communication Effectiveness and Organizational Effectiveness: Model for the Analysis of Organizations.
Pub Date—Apr 81

Note—21p.; Paper presented at the Annual Meeting of the Central States Speech Association (April 9-11, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, Communication Skills, Models, *Organizational Communication, *Organizational Effectiveness, Organizational Objectives, Organizations (Groups), *Research Design, Research Needs, *Systems Analysis

Scholars studying organizational communication tend to feel that all organizational problems are rooted in communication, but it is difficult to diagnose the particular problems of an organization without an explicit model of what constitutes a healthy organization. Organizational effectiveness is goal-related, multidimensional, perceived differently by individuals, and time-dependent. Organizational effectiveness is the extent to which an organization is meeting its goals, whatever they may be. A four-part model of organizational communication analysis shows how communication is inter-

related with many other factors influencing effectiveness, suggesting that communication strategies should be developed around these factors rather than being predetermined and packaged. The advantages of this model are that it is tailored to individual companies, it considers constraints that may inhibit goal achievement, it emphasizes the link between communication and end products of an organization, and it recognizes the cyclical nature and temporality of communication programs. The major implication in this model is the need for research that specifies the organizational outcomes of effective communication. (HTH)

ED 202 068 CS 503 371

Wiemann, John M. Widenmann, Sally J.
Self-Disclosure and Relational Control.
Pub Date—May 81

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Communication Research, Communication Skills, Disclosure, *Individual Power, *Interaction Process Analysis, *Interpersonal Competence, *Interpersonal Relationship, Social Exchange Theory
Identifiers—*Interpersonal Communication, *Self Disclosure

A study was conducted to examine self-disclosure as a relational control strategy in speech communication. Conversations of seven married couples were coded using L. E. Rogers-Millar's Relational Communication Control Coding Scheme and a self-disclosure coding system developed for the study. A message-by-message comparison of the codes from the two systems produced the following results: (1) intimate self-disclosure messages were typified by a one-up control move, (2) messages that preceded self-disclosure were characterized by either one-down or one-up control moves, and (3) with respect to the transaction, intimate self-disclosure was characterized by one-down complementarity and competitive symmetry. These results indicate that self-disclosure operates as a relational control strategy, complementing the structural and paralinguistic features of conversation that are usually considered "relational level" markers. (Author/RL)

ED 202 069 CS 503 372

Baile, Susan
A Constructivist Analysis of Relationship Development.
Pub Date—Apr 81

Note—25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Interpersonal Attraction, *Interpersonal Relationship, Theories
Identifiers—*Constructivism

Noting that communication scholars have begun to sense the inadequacy of traditional theoretic perspectives to frame the sorts of questions and answers required for a fully articulated theory of interpersonal attraction and relationship development, this paper explores the possibility of applying constructivism to that area. (It defines the constructivist perspective as that in which humans are characterized as scientists who continually form hypotheses against which to test the reality of experiences.) The paper first examines the main considerations of the theoretic perspective termed "variable analysis" and suggests how they are contradicted by the constructivist perspective. The paper then discusses the contributions that constructivism can make to both theory and research in the area of attraction and relationship development, arguing that it can provide a coherent integration of the disparate strands of research in the field and that it has the power to articulate an internally consistent theory capable of explaining differential effects as a function of differences in individual constructs and relationship stages. (FL)

ED 202 070 CS 503 373

Simons, Herbert W. Ed. Lucas, Stephen E. Ed.
Social Movements.
Central States Speech Association.
Pub Date—80

Note—98p.; Special Issue.

Journal Cite—The Central States Speech Journal; v31 n4 Win 1980

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Communication Research, Religious Cultural Groups, *Rhetoric, Rhetorical Criticism, *Social Influences, *Speech Communication Identifiers—*Social Movements

The ten articles in this special journal issue focus on social movements. Specifically, the articles discuss the following topics: (1) the study of social movements; (2) the meaning of "social movement"; (3) a skeptical view of movement studies; (4) coming to terms with movement studies; (5) defining social movements by their rhetorical forms; (6) history and theory in the study of the rhetoric of social movements; (7) the rhetorical requirements, problems, and strategies of American bishops of the Roman Catholic church; (8) the historical criticism of social movements; (9) a functional approach to the rhetoric of social movements; and (10) terms, definitions, and theoretical distinctiveness in social movements. (FL)

ED 202 071 CS 503 376

Tate, Eugene D.
Alternative Strategies for Teaching Communication: Guided Design.
Pub Date—May 81

Note—48p.; Paper presented at the Meeting of the Canadian Communication Association (Halifax, Nova Scotia, May, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Course Descriptions, *Decision Making, Higher Education, *Problem Solving, *Speech Communication, *Speech Curriculum, *Teaching Methods, *Units of Study

Identifiers—*Communication Apprehension

Defining "guided design" as a method of teaching students how to use problem solving techniques to analyze and solve issues related to the course material, this paper examines the use of the technique in communication speech course. The paper provides information on the development and application of the principles of guided design to various academic disciplines, particularly speech communication. Special emphasis is placed on the first unit of a guided design course, which introduces the 11 steps in decision making that can be applied, with some modification, to any academic or work situation. A guided design unit on communication apprehension is appended to illustrate how the method increases the learning of the principles of communication theory. (RL)

ED 202 072 CS 503 377

Jurma, William E. Froelich, Deirdre L.
Effects of Immediate Instructor Feedback on Group Discussion Participants.
Pub Date—[79]

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, Classroom Techniques, College Students, *Communication Research, *Feedback, *Group Discussion, Higher Education, *Self Evaluation (Individuals), Speech Communication, Speech Curriculum, *Speech Instruction, Videotape Recordings

Four treatment conditions were selected for a study examining the effects of immediate video feedback of oral assignments on group discussants' self-perceived anxiety, participants' satisfaction, and discussion quality. The subjects were 80 students enrolled in basic speech and business/professional speech communication courses. Twenty subjects were assigned to each of the four treatment conditions: (1) immediate feedback during two discussions, (2) immediate feedback during the first discussion but not during the second discussion, (3) immediate feedback during the second but not during the first discussion, and (4) no immediate feedback during either discussion. The results indicated that receivers of immediate performance appraisal were no more anxious either before or during their

interactions, were more satisfied with their performances, and participated in discussions of high quality than did individuals working without immediate feedback. (RL)

ED 202 073 CS 503 378

Hudson, David D. Neer, Michael R.
An Instructional Unit for Teaching Questioning Skills to Prospective Teachers.

Pub Date—Jun 81

Note—22p.; Paper presented at the Meeting of the Communication Association of the Pacific (Nagasaki, Japan, June 20-21, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Guides - General (050) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Course Descriptions, *Discussion (Teaching Technique), Higher Education, Interviews, *Preservice Teacher Education, *Questioning Techniques, Speech Communication, *Speech Curriculum, Teacher Effectiveness, *Teaching Skills

A basic speech course required of prospective teachers seeking admission to the University of Hawaii's College of Education is described in the first half of this paper. The described course focuses on interviewing, group discussion, and public speaking skills. The second half of the paper presents complete descriptions of four assignments that are designed to emphasize the questioning skills important to a classroom teacher: (1) an information-getting interview, (2) an out-of-class interview, (3) discussion leadership, and (4) informative speech. Copies of evaluation forms used with each assignment are appended. (AEA)

ED 202 074 CS 503 379

Reed, Daisy F.

Helping Black Youths to Speak Standard English.

Pub Date—[76]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Black Dialects, *Modeling (Psychology), Oral English, Program Descriptions, Role Models, Speech Communication, *Standard Spoken Usage, *Teaching Methods, *Work Study Programs

A work-study program was designed to provide black inner-city youths with instruction and guidance in skills needed in their current jobs, especially their ability to speak standard English. The program used the technique of modeling to arouse students' motivation to adopt standard spoken English. Research has shown that the use of a model will be more effective if the students perceive the model to be like themselves, if the model has had personal success with the behavior and possesses status and competence, and if the students can see several models using the desired behavior. Therefore, the initial model chosen for this program was a black female teacher who explained the differences between black and standard English and when each was appropriate to use. The students' problem areas were the substitution of "d" for "th," speaking too rapidly, and speech that was mumbled and unclear. Drills included practicing pronunciation in pairs and groups and with a tape recorder. Students were instructed to listen carefully to the speech of black teachers and other influential blacks, including speakers invited to the class. Students were then asked to give a talk about themselves. There was a marked improvement in the students' speech and self-assurance, and the employers noticed their efforts to speak more clearly. (HTH)

ED 202 075 CS 503 380

Hochel, Sandra

A Value Analysis of the 1980 Presidential Debate.

Pub Date—[80]

Note—12p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate, Discourse Analysis, *Moral Values, *Persuasive Discourse, *Politics, Rhetorical Criticism, *Social Values, Speech Communication, Values

Identifiers—Carter (Jimmy), *Presidential Campaigns, *Presidential Candidates, Reagan (Ronald)

Although Democrat Jimmy Carter and Republican Ronald Reagan appealed to many of the same basic American values in the 1980 presidential campaign debate, there were some subtle but major differences in their value appeals. Other than attempting to convince his audience that his policies

had been and would be successful and that Reagan's policies would be disastrous, Carter's major persuasive emphasis was to convince his audience that Reagan was impractical and irresponsible. He linked the values of efficiency, practicality, and pragmatism with external conformity, the latter implying that Reagan would upset the tone of American society. Reagan also strongly appealed to the values of efficiency, practicality, pragmatism, achievement, and success, but external conformity was not his basic strategy. The major premises underlying Reagan's arguments were appeals to material comfort and Puritan and pioneer morality. He also appealed more strongly to Americans' aversion to governmental restraints. According to numerous public opinion polls, Reagan won the debate. It is possible that Reagan aimed his arguments at more salient values than did Carter, particularly material comfort and rejection of government authority. It is possible that Carter did more harm than good by appealing to external conformity before an audience that, while commonly accepting standards, still prizes individualism. (HTH)

ED 202 076 CS 503 381

Nelson, Jeffrey

Using the Burkean Pentad in Giving the Speech Student a Better Understanding of the Communication Act.

Pub Date—[81]

Note—12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Communication (Thought Transfer), Persuasive Discourse, *Rhetorical Criticism, Skill Development, *Social Behavior, *Speech Communication, *Speech Instruction, *Theories

Identifiers—*Burke (Kenneth)

Kenneth Burke, whose positions have served as the basis for countless research projects in speech communication, believes that people are actors acting out life in the social drama with the purpose of achieving the ultimate good. Considering speakers as actors centers attention on the analysis of individuals in terms of their actions as actors and takes into account the parts they play, what their actions are, what dialogue they use, the scene, and their purpose relative to the play as a whole. Burke's pentad theory gives basic speech students means by which to analyze the communicative event from five interrelated points of view: (1) act (what takes place), (2) scene (environment), (3) agent (who carries out the action), (4) agency (the means used to carry it out), and (5) purpose (the speaker's goals). This theory gives students a stronger theoretical base in communication, from which they begin to develop their own personal theory for each communication occurrence that will say something about their general philosophy, values, and attitudes. The theory also accords them a more thorough knowledge of speech criticism, with which they can observe their speech performances, note the discrepancy between what is and what could be, and hypothesize what changes would bridge the gap. (HTH)

EA

ED 202 077 EA 113 346

Lachat, Mary Ann Musumeci, Marilyn

TAB: A Six Month Profile. October, 1978-March, 1979.

Capla Associates, Inc., Rochelle Park, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 79

Contract—300-77-0447

Note—132p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Conferences, Consultation Programs, Human Resources, *Information Dissemination, Information Networks, Meetings, *Needs Assessment, *Programming, Regional Programs, Resource Materials, *Technical Assistance, Validated Programs, Workshops

Identifiers—National Diffusion Network Programs, *Technical Assistance Base

The Technical Assistance Base (TAB) of the National Diffusion Network (NDN) maintains a central agency and five regional service units across the United States. This report encompasses the project's activities in the first six months of its second year within NDN. At the time, TAB staff had just completed a transition from serving as brokers of regionalized technical assistance to serving as programmers of services. The six-month profile reviews the organization's assessment of needs; programming, including consultations, workshops, meetings, presentations, and resource materials; resource bank; and regional office activities. (Author/WD)

ED 202 078 EA 013 390

Jovick, Thomas D.

Approaches to Data Analysis in Project MITT: Creating Indices from the Control Structure Interview Through Data Collapsing and Multidimensional Scaling.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—67p.; Graphs may be marginally legible. For related documents, see ED 172 425 and EA 013 391.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Decision Making, Interviews, Multidimensional Scaling, *Power Structure, *Research Methodology, School Administration, Statistical Analysis, Teacher Administrator Relationship

Identifiers—Data Compression

This paper describes the methodology used to analyze interview data on school control structures in the Management Implications of Team Teaching (MITT) project. Project MITT looked at school decision issues and their control structures, and at the people making or being governed by those decisions, to test how types of school decisions are related to types of control structures. Data came from two sets of interviews with principals and teachers at 14 experimental and 13 control schools. The paper lists the questions asked about each of 21 decision issues, their associated types of evidence, and the decision-makers and -followers involved. Further, the paper identifies five types of control structures and shows how the schools were scored on control structure for each of the 21 decision issues. Further analysis grouped the 21 issues, through multidimensional scaling and internal analysis, into 13 decision areas clustered into three general task areas. Finally, schools and control structures were scored for these decision areas and task areas. The author concludes with a short discussion of the correlations of these scores with external factors and compares these correlations for the experimental and control schools. (RW)

ED 202 079 EA 013 391

Jovick, Thomas D.

Longitudinal Data Analysis: Approaches to Data Analysis in Project MITT.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—46p.; For related documents, see ED 172 425 and EA 013 390.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Covariance, Analysis of Variance, Elementary Education, *Longitudinal Studies, *Multiple Regression Analysis, Path Analysis, Research Problems, School Organization, *Statistical Analysis, Team Teaching

Identifiers—Management Implications of Team Teaching Project

This report explains why the Management Implications of Team Teaching (MITT) project chose multiple linear regression and path analysis to analyze through-time relationships among variables, and why it rejected repeated-measures analysis of variance (ANOVA) and difference scores over time. Project MITT examined governance and work structures for five time periods from 1974 to 1976 in 29 elementary schools, 16 of which had introduced team-teaching (or unitized) methods in 1974. To analyze longitudinal changes among variables and schools, the project's statistical techniques had to take account of small sample size and multiple

time periods; they also had to control for pre-1974 differences among the schools, changes in variables because of unitization, and differences in variable means and ranges. All of these factors interfered with comparisons of unitized and nonunitized schools and distorted relationships among the variables. Hierarchical multiple linear regression solved these problems by relating variables to one another both over time and in order of explanatory power. Path analysis using lagged multiple linear regression helped to test postulated relationships through time and explore for further relationships. Four appendices discuss ANOVA, difference scores, path analysis, and corrections used for data cyclicity. (Author/RW)

ED 202 080 EA 013 404
Foundation Program Assessment and Improvement System.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
 Report No.—TAC-77-4297
 Pub Date—Oct 77

Note—32p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Academic Achievement, *Curriculum Development, *Curriculum Evaluation, Educational Assessment, Educational Quality, Educational Strategies, Elementary Secondary Education, *Instructional Improvement, State Programs
 Identifiers—*Hawaii

The Foundation Program Assessment and Improvement System for the state of Hawaii seeks to implement a comprehensive curriculum management system to improve instruction for students by facilitating learner assessment, curriculum review and analysis, and instructional improvements. This report describes the system and its two components, emphasizing linkage, shared responsibility, utilization of resources, accountability and strategies. State-, district-, and school-initiated strategies are presented in three charts. (Author/WD)

ED 202 081 EA 013 405
Experimental, Developmental and Demonstration Programs, Projects and Activities. Information & Dissemination Series 11.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
 Report No.—RS-80-8752
 Pub Date—Jan 80
 Note—32p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Adult Education, Basic Skills, Bilingual Education, Competency Based Education, *Curriculum Development, Disabilities, Disadvantaged Youth, Elementary Secondary Education, Environmental Education, Multicultural Education, Nutrition Instruction, *Program Content, *Program Descriptions, Program Evaluation, Students
 Identifiers—*Hawaii State Department of Education

Part of a series of publications prepared by Hawaii's state department of education, this report details some of the curriculum development projects in progress during 1979-80. Each project description lists objectives; needs served; products anticipated upon completion as well as at the end of the 1979-80 school year; major activities; number and types of schools, teachers, and students involved; evaluation processes; and contact persons. The projects include, among others, instructional programs for the mentally handicapped, for students of limited English proficiency, on basic skills, and on energy use. (Author/WD)

ED 202 082 EA 013 436
Managing Declining Enrollment. The Best of ERIC on Educational Management, Number 58.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Mar 81
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
 Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Oriented Programs, Decision Making, *Declining Enrollment, Educational Facilities Planning, Educational Planning, Educational Quality, Elementary Secondary Education, Enrollment Projections, School Buildings, School Closing, School Size, Space Utilization, State Boards of Education

Four documents and seven journal articles on the management of enrollment decline, selected from those recently made available through the ERIC system, are described briefly in this report. Topics covered in the items listed include what can be done at the state level, suggestions for projecting enrollment, how instructional space is being utilized, how long range planning can be accomplished, how to deal with stress in the administration of a shrinking district, how Minnesota has responded to enrollment decline, the uses of busing and leaves of absence to counteract enrollment decline, suggestions for maintaining educational quality, how citizens can be involved, and how computer simulation can make school closing easier. (PGD)

ED 202 083 EA 013 457
Deller, Don K.

A Model for Improving Parent Orientation to the Middle Schools.

Pub Date—May 80
 Note—79p.; Ed.D. Practicum Report, Nova University. Some paragraphs may be marginally legible due to broken print of original document.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Grade 6, Junior High Schools, Middle Schools, *Orientation Materials, Parent Attitudes, *Parent School Relationship, Parent Teacher Conferences, Questionnaires, *School Orientation, *Student Adjustment, Student Attitudes, *Student School Relationship

Educators in Indiana's Duneland School District found the transition from elementary schools to a newly organized middle school unacceptably difficult for both the students and their parents. After assessing student and parent preconceptions of the middle school as revealed in their responses to questionnaires, the middle school principal developed and proposed a model for more successfully introducing parents to middle school procedures and policies. The model included objectives centering on the establishment of effective and positive communications between sixth grade parents and their children's home room teachers. The first orientation process covered nine months, from March to November, and included explaining the program to elementary educators and middle school home room teachers, registration and orientation of the sixth grade students and their parents, and followup evaluations by teachers and administrators of the process and its success at meeting its objectives. Final evaluation of the first orientation process revealed significant improvements in all aspects of the parent school relationship. Extensive appendixes present forms and questionnaires used in the model orientation process. (Author/PGD)

ED 202 084 EA 013 510
Giammatteo, Michael C. Giammatteo, Dolores M.

Forces on Leadership.
 National Association of Secondary School Principals, Reston, Va.

Pub Date—81
 Note—80p.
 Available from—NASSP, 1944 Association Drive, Reston, VA 22091 (\$4.00 prepaid; orders totaling \$10.00 or less must be prepaid; quantity discounts).

Pub Type—Tests/Questionnaires (160) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Characteristics, Individual Development, Leaders, Leadership, *Leadership Qualities, *Leadership Styles, Principals, Professional Development, *Self Evaluation (Individuals)

Persons in leadership roles, including school administrators, are affected by forces within themselves, within those they lead, and within the environment in which they work. The leader's responses to these forces are conditioned in part by childhood influences, past experience, leadership training, and sociocultural pressures. A set of 15 exercises intended for school administrators is pre-

sented in this monograph along with a discussion of the forces whose operations the exercises reveal. Emphasis is placed on the reader's analysis of his or her own tendencies as a leader and as an individual, with the understanding that self-knowledge is a necessary first step toward further personal development. (PGD)

ED 202 085 EA 013 511

Grant, W. Vance Eiden, Leo J.
Digest of Education Statistics, 1980.
 National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-80-401
 Pub Date—May 80
 Note—269p.; Figure 10 may be marginally legible.

For a related document, see ED 172 458.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00037-7; \$7.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Degrees (Academic), Educational Attainment, Educational Finance, Educational Television, Elementary Secondary Education, Employment Patterns, Enrollment, Federal Programs, International Educational Exchange, Libraries, Museums, National Norms, Post Secondary Education, Preschool Education, School Holding Power, *School Statistics, Student Teacher Ratio, Tables (Data), Teacher Characteristics, Vocational Education

The primary purpose of this publication is to provide an abstract of statistical information covering the broad field of American education from prekindergarten through graduate school. Statistical information is presented in 14 figures and 200 tables with brief trend analyses. In addition to updating many of the statistics that have appeared in previous years, this edition contains a number of innovations. Included among the new data are the following: pupil-teacher ratios in public schools, listed by state; public elementary and secondary schools, listed by type of school; enrollment in institutions of higher education, listed by major field of study; trends in the total number of colleges and universities and on college closings; degrees conferred, listed by racial/ethnic group and by major field of study; trends in degrees conferred in English and literature, modern foreign languages, German, French, Spanish, philosophy, and fine and applied arts; institutional figures on basic student charges by universities; follow-up data on the educational achievements of participants in adult basic and secondary education; and selected statistics on nonprofit museums. (Author/MLF)

ED 202 086 EA 013 520

Roberts, Jane
Highlights: Selected Statements from the Literature on Collaboration and Coordination.

Research for Better Schools, Inc., Philadelphia, Pa.
 Spons Agency—Department of Education, Washington, D.C.

Pub Date—Oct 80
 Note—19p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cooperation, *Cooperative Planning, *Coordination, *Organization, *Organizational Communication, Organizational Effectiveness

Thirty documents selected from the literature on educational change, social systems, and management and organization were searched for statements considered relevant to collaboration and coordination between organizational units. These statements, either quoted or paraphrased, are listed in this report along with their sources. The statements are clustered according to their pertinence to eight topic areas: planning, commitment, characteristics of participating organizations, power and influence, interdependence, tasks, communication, and innovation. (PGD)

ED 202 087

EA 013 524

Wagner, Alan P.

An Inventory of Post-Compulsory Education and Training Programs in the U.S. and Sources of Support.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-A14

Pub Date—Nov 80

Grant—OB-NIE-G-80-0111

Note—32p.; Some tables may not reproduce clearly due to small print of original document.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).
Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Age, Colleges, Community Organizations, Correctional Education, Correspondence Schools, Employers, Employment, *Enrollment, Ethnic Groups, Family Income, Federal Aid, *Financial Support, *Lifelong Learning, Military Training, *Participant Characteristics, Postsecondary Education, Private Financial Support, Professional Associations, Proprietary Schools, Race, Religious Organizations, Sex, Tutoring, Two Year Colleges, Unemployment, Unions, Vocational Education, Vocational Schools

In terms of both dollars and number of participants, the scope of postcompulsory or lifelong learning in the U.S. is extensive. This report enumerates the number of participants in each lifelong learning program, estimates the cost of each program, indicates its funding sources, and describes program participants' demographic and economic characteristics. In 1980 an estimated 50 million persons participated in lifelong learning; 42 percent were in postsecondary educational institutions (including four-year, two-year, vocational, proprietary, and correspondence schools), where they accounted for 71 percent of all lifelong-learning hours. The other 58 percent of participants were in noninstitutional education or training programs given by elementary or secondary schools, businesses, unions, professional associations, prisons, the military, federal, state, and local governments, religious or cultural groups, and tutors. The programs cost over 50 billion dollars, of which 60 percent came from public sources. Data concerning age, race or ethnic group, sex, employment status, and family income of learners when combined with the information on costs and numbers of participants, suggest that present public funding is unevenly distributed and that easing administrative and financial barriers would increase participation in the critical noninstitutional education and training area. (Author/RW)

ED 202 088

EA 013 525

Coombs, Fred S.

Opportunities in the Comparison of State Education Policy Systems.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-A16

Pub Date—Oct 80

Grant—OB-NIE-G-80-0111

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, *Comparative Analysis, *Educational Policy, *Educational Research, Policy Formation, Predictor Variables, Research Design, *Research Methodology, Research Needs, Research Opportunities, Research Problems, *State Government

Because of states' growing roles in education, the study of variation in state educational policies contributes to a better understanding of policy processes and to the prediction of possible policy outcomes. Comparing state educational policies involves choosing variables and analytical designs and defining cases, concepts, and measurement. Variables to study include background and outcome variables, which are already well formulated, and policy

variables, which are not. Suggested here as policy variables are policy specificity (how specific a policy's prescriptions are), policy legitimacy (among its constituents), policy effectiveness, policy efficiency (in relation to cost), and policy evaluation (by interested groups). Researchers analyzing educational policies can choose either a "basic" or a "nested" analytical design. The former establishes relationships among variables by measuring the association of variables among the states. The latter first finds relationships among variables within states before analyzing the variation in these relationships from state to state. Interstate educational policy analysis must include definition of cases and ensure the equivalence of cases, concepts, and measures. Single-state case studies, because of their specificity, usually do not generate testable hypotheses for comparing educational policies. (RW)

ED 202 089

EA 013 526

Murnane, Richard J.

Seniority Rules and Educational Productivity: Understanding and Consequences of a Mandate for Equality.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-A17

Pub Date—Dec 80

Grant—OB-NIE-G-80-0111

Note—43p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).
Pub Type—Information Analyses (070) — Opinion Papers (120)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Collective Bargaining, Contracts, Declining Enrollment, Elementary Secondary Education, Equal Education, *Performance Contracts, Performance Factors, Public Schools, *Seniority, Teacher Associations, Teacher Effectiveness, Teacher Evaluation, Teachers, *Teacher Salaries, Unions

Identifiers—*Employment Security

Contracts that base the compensation and job security of teachers on seniority may promote the goals of public education more effectively than performance-based contracts. Public school teaching is a very complex process requiring constant adaptation to changing students, situations, methods, and dynamics. Measurement of teacher performance under such conditions requires either constant, careful, and costly supervision or the use of student performance measures that cannot account for the full range of influences affecting teaching. Teachers are unlikely to be willing to stake their income and employment on proven effectiveness in such unpredictable situations. Adequately applied seniority rules, on the other hand, allow for the continuous development of good teaching practices over time without discouraging effort. The financial disadvantages and staffing problems accompanying application of seniority rules during recent periods of declining enrollment can be explained as the result of insufficient preparation on the part of both school district officials and teachers' union leaders conducting negotiations under unexpected pressures. (PGD)

ED 202 090

EA 013 527

Lenhardt, Gero

On Legal Authority, Crisis of Legitimacy and Schooling in the Writings of Max Weber.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany); National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-B19

Pub Date—Nov 80

Note—54p.; Translated from German by Ray Meyer. Paper presented at the Conference of Europeanists, organized by the Council for European Studies (Washington, DC, October 23-25, 1980).

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bureaucracy, Capitalism, Economic Development, Economic Factors, Educational Sociology, Equal Education, *Individual Power, Institutions, *Political Socialization, Power Structure, Social Change, *Social Structure, *Social Systems, *Socioeconomic Influences, Sociology, Theories, Values Education

Identifiers—Authority, *Legitimacy, *Weber (Max)

In an attempt to gain a better perspective on the relationship between education and the modern state, this paper reopens the theoretical debate on the key role of formal rationality in Max Weber's interpretation of the capitalist economy and the modern bureaucratic state. Against the background of an extensive review of the development and the theoretical properties of the notion of formal rationality (as exemplified in legal authority), it is argued that the very achievement of formal rationality in social institutions tends to undermine the rationality and autonomy of individual action and participation. The modern bureaucratic state is seen as a conspicuous and inevitable case in point; educational institutions, in emphasizing the importance of technical, specialized knowledge, come increasingly under the influence of bureaucratic norms of formal rationality. As a result, equal educational opportunity finds itself reduced to equal powerlessness in the face of bureaucratic social apparatuses. At the same time, however, education is still capable of playing an important critical role by shedding the light of scientific inquiry on the precarious foundations of the legitimacy of modern relations of domination. (Author)

ED 202 091

EA 013 528

Benson, Charles S.

Centralization and Legalization in Vocational Education: Limits and Possibilities.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-B20

Pub Date—Dec 80

Grant—OB-NIE-G-80-0111

Note—61p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).
Pub Type—Opinion Papers (120) — Reports - Research (143)**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Centralization, Civil Rights, *Compliance (Legal), Court Role, *Disadvantaged, Educational Planning, Federal Aid, *Federal Legislation, *Federal Regulation, Government School Relationship, Labor Needs, Law Enforcement, Vocational Directors, *Vocational Education, Vocational Education Teachers

Identifiers—Adams v. Califano, Bureau of Occupational and Adult Education, Department of Education, Office for Civil Rights, Smith Hughes Act, Vocational Education Act 1963, Vocational Education Amendments 1968, Vocational Education Amendments 1976

Implementation of civil rights guidelines in vocational education encountered problems because it broke down the half-century-old harmony of interests between government and the vocational education community. Since 1917, federal support for vocational education had led to a highly centralized, virtually self-monitoring system of schooling. In the Vocational Education Acts of 1963, 1968, and 1976, Congress introduced social redistribution objectives into vocational education, along with a plethora of compliance controls. Implementation of these policies, by the Department of Education's Bureau of Occupational and Adult Education and Office for Civil Rights, has been unsuccessful because of manpower planning problems, confusing guidelines, and unwillingness to cut off funds to force compliance. Implementation through court decisions has been more effective but is restricted to particular cities and remains incomplete even there. To achieve compliance in vocational education, the federal government should vary its enforcement according to the economic situation. It should use "adaptive" strategies with loose guidelines where youth unemployment is low, but apply "programmed" strategies using larger punishments and rewards to force compliance where youth unemployment is high. (RW)

ED 202 092 EA 013 529

Waiser, Myriam

An Alternative Theoretical Approach for the Study of Literacy and Its Role in Development.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-B21

Pub Date—Dec 80

Grant—OB-NIE-G-80-0111

Note—45p.; Paper presented at the Latin American Studies Association National Meeting (Bloomington, IN, October 17-19, 1980).

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developing Nations, *Economic Development, *International Studies, *Literacy, Models, Political Socialization, Social Change, Social Science Research, Social Systems, *Social Values, Socioeconomic Influences, Systems Approach, Values Education

Social theorists arguing that economic development is a process of modernization claim that traditional societies will follow the patterns of transformation already followed by modern societies, and that literacy can help instill the necessary values. An alternative theory, developed primarily in Latin America, argues that the relationships of economic dependency existing between developed and underdeveloped segments of society have created an international situation entirely different from that faced by the first developing nations. Writers like Freire, Gramsci, Sunkel, Fuenzalida, and Habermas have provided the theoretical basis for empirical study of the role of literacy from this alternative viewpoint. In differing ways, all these writers argue that the dominated segments of society, whether within a state or within the transnational economic complex, are controlled through the permeation of civil society by a system of values, beliefs, knowledge, and morality that in one way or another supports the established order. In this view educational programs are political strategies allowing the dominant to impose their conceptions of the world on the dominated. The author suggests using content analysis to study the impact of literacy in light of dependency theory, and provides models and guidelines to help determine the direction of research. (PGD)

ED 202 093 EA 013 530

Cronin, Joseph M.

Big City School Bankruptcy.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PP-80-C3

Pub Date—Oct 80

Grant—OB-NIE-G-80-0111

Note—27p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Boards of Education, Budgeting, City Government, *Educational Finance, Elementary Secondary Education, Federal Aid, Finance Reform, *Financial Problems, *Government School Relationship, Loan Repayment, Money Management, *Retrenchment, School Closing, School Desegregation, School District Autonomy, State Aid, State Government, *State School District Relationship, Unions, Urban Schools

Identifiers—Illinois (Chicago), New York (New York), Ohio (Cleveland)

Three big-city school systems nearly went bankrupt in the 1970s. New York City, including its schools, ran out of money; Cleveland closed its schools for long periods to conserve funds; and Chicago's schools ran out of credit. This paper narrows these crises, examines the responses of state governments and teacher and custodian unions, and looks for causes and possible solutions. While specific causes varied from city to city, in all three instances the city school boards had great difficulty both in closing underutilized schools and in raising property taxes and all three attempted to cover

budget deficits with short-term borrowing. In response, the state in each instance took over major budget, financial, and sometimes labor decisions from the city school board and imposed large cutbacks that the board, the unions, and local neighborhoods had to accept. City school systems with similar potential problems may avoid such crises through effective and timely retrenchment, in which closed school buildings are used by other agencies and school employees' fears are taken into account, and through increased state funding on an emergency, as-needed basis, a response pioneered in Ohio. (Author/RW)

ED 202 094 EA 013 533

Lambright, W. Henry And Others

Educational Innovation as a Process of Coalition-Building: A Study of Organizational Decision-Making. Volume I: Analysis and Conclusions.

Syracuse Research Corp., Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—SRC-TR80-544-A

Pub Date—Apr 80

Grant—NIE-G-78-0043

Note—138p.; Figure 2 may not reproduce clearly due to small print of original document. For a related document, see EA 013 534.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, *Decision Making, *Educational Innovation, Elementary Secondary Education, Informal Organization, *Organizational Communication, *Organizational Development, *Organizational Effectiveness,

Organizational Theories, *Power Structure, Problem Solving, School Districts, Systems Analysis Identifiers—Rochester City School District NY, Syracuse City Schools NY

Local school districts must strengthen their innovative capacity in order to respond effectively to the problems facing them. Success depends on both an organization's technical capacity to match problems with appropriate solutions and its political capacity to move an innovation through the process from adoption to incorporation. Research shows that the organization's ability to build a winning coalition, providing enough support to sustain the innovation against opposition, is crucial. An examination of several attempts at innovation over more than a decade in the school districts of Syracuse and Rochester in New York tested the nature of the coalitions involved, investigating their formation, operations, and effect on subsequent decision-making. This document summarizes and analyzes the results of this extensive study, involving a number of separate, but related, case histories. The analysis leads to conclusions concerning the local educational organization as an innovative mechanism, bureaucratic entrepreneurship and coalition-building within education, the applicability of the research team's decision-making model to education, the comparison of educational innovation in Syracuse and Rochester, and the residual effects of innovation and coalition-building. (Author/PGD)

ED 202 095 EA 013 534

Lambright, W. Henry And Others

Educational Innovation as a Process of Coalition-Building: A Study of Organizational Decision-Making. Volume II: Case Studies of Educational Innovations in Rochester and Syracuse, New York.

Syracuse Research Corp., Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—SRC-TR80-544-B

Pub Date—Apr 80

Grant—NIE-G-78-0043

Note—324p.; Figure 3 and occasional appendices may reproduce poorly. For a related document, see EA 013 533.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrative Organization, Case Studies, Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, *Decision Making, Disabilities, Educational Complexes, *Educational Innovation, Elementary Secondary Education, Exceptional Persons, Free Choice Transfer Programs, House Plan, Informal Organization, Laboratory Schools, Magnet Schools, Mainstreaming, Management Information Systems, *Organizational Development, *Organizational Effectiveness, Paraprofessional School Personnel, Power Structure, Racial

Balance, *School Districts, Special Education, Student Exchange Programs

Identifiers—Education for All Handicapped Children Act, Project Unique, *Rochester City School District NY, *Syracuse City Schools NY, Urban Suburban Interdistrict Transfer Program

This document contains the full text of ten case studies prepared by the Syracuse Research Corporation for the purpose of examining the organizational processes involved in effective educational innovation at the school district level. Innovations in two urban districts were examined. In the Syracuse City School District these innovations involved the following: responses to the need for educating children with handicapping conditions, the availability of computers for both instructional and administrative purposes, the adoption of a house plan in an urban junior high school, the creation of magnet schools, the use of paraprofessionals, an attempt to create large educational complexes in campus settings at the elementary and secondary levels, and considerations of racial balance. In the Rochester City School District nine innovative programs were included under the umbrella of Project Unique. Those described in these case studies emphasize the program permitting urban children from Rochester to attend schools in neighboring suburban districts, and vice versa. An examination of the residual effects of Project Unique is also presented. Information about decision-making and coalition-building in educational organizations provided by these studies is analyzed in Volume I of the report. (PGD)

ED 202 096 EA 013 535

Maller, Andre Lyons, Geoff

Training Heads of Departments in Secondary Schools for an Effective Middle Management Role.

Utah Univ., Salt Lake City. Dept. of Educational Administration.

Spons Agency—CFK, Ltd., Denver, Colo.

Pub Date—Feb 81

Note—14p.

Journal Cit.—CCBC Notebook; v10 n2 Feb 1981

Pub Type—Opinion Papers (120) — Reports — Evaluative (142) — Collected Works — Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consultants, *Consultation Programs, *Department Heads, *Management Development, Middle Management, Secondary Education, Supervisory Training, Training Objectives

Programs for developing the managerial capacities of department heads in secondary schools tend to be of two types. One type concentrates on the dynamics of interactions between participants during the program. In this type of program, consultants either call for active involvement of the participants in the analysis of their interactions, or provide that analysis for them. The second type focuses on the presentation to participants of the conceptual, empirical, and practical developments in the relevant management studies areas. Participants either actively engage in applied research directly related to their particular situations, or more passively receive less directly relevant information from consultants. A program incorporating the active aspects of both approaches is advocated in this document, and examples of such a program in action are provided. (Author/PGD)

ED 202 097 EA 013 536

Wylie, Richard, Comp. Williams, Elizabeth, Comp.

Basic Skills Education: Problems, Issues, Recommendations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 79

Note—82p.; Prepared for the Basic Skills Coordination Steering Committee.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agency Cooperation, American Indian Education, *Basic Skills, Bilingual Students, Colleges, *Educational Policy, Elementary Secondary Education, Government School Relationship, Mathematics, Postsecondary Education, School Community Relationship, School Districts, State Departments of Education, Work-shops

Identifiers—Office of Education

Between February and November, 1978, six regional workshops were held on basic skills education, co-sponsored by the University of Colorado at

Denver and the U.S. Office of Education. Three hundred educators and representatives of business and community groups attended. Each meeting included opportunities for small groups, organized both heterogeneously and on the basis of similar educational roles, to discuss the problems and issues related to six broad questions concerning basic skills education, and to make specific recommendations. These questions were: (1) What constitutes the basic skills and what segments of the educational system are addressing them? (2) What models appear to be successful in teaching basic skills? (3) What delivery systems are available? Are they in conflict? Are they supportive? (4) What can L.E.A.s and communities do to achieve better cooperation? (5) What can S.E.A.s and institutions of higher education do to achieve better cooperation? and (6) What can the U.S. Office of Education do to achieve better cooperation? This report organizes and summarizes the over 5,000 recommendations developed by the workshop participants. Appendixes discuss basic skills for Native American and bilingual students, as well as basic mathematical skills. (Author/PGD)

ED 202 098 EA 013 537
Salaried Salaries for Professional Personnel in Public Schools, 1980-81. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date—81

Note—123p.; For related documents, see EA 013 538-539 and EA 013 559.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 219-21646; \$24.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Expenditure Per Student, Geographic Regions, *Professional Personnel, Public Schools, *Salaries, School Districts, *School Personnel, School Statistics, Statistical Analysis, Tables (Data), Teacher Salaries

This first part of the 1980-81 report of the National Survey of Salaries and Wages in Public Schools examines salary schedules, as opposed to salaries actually paid, for 23 professional positions, from superintendents to teachers and nonsupervisory professional staff, in over 1,000 U.S. school systems. Minimum and maximum salaries for the positions discussed are considered. The salary data for each position are presented and analyzed according to three basic classifications: school system size (measured by enrollment), per pupil expenditure levels, and geographic region. In addition to these summary analyses of the data, this report presents tabular listings of the specific data provided by each reporting school system. (Author/PGD)

ED 202 099 EA 013 538
Salaries Paid Professional Personnel in Public Schools, 1980-81. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date—81

Note—145p.; For related documents, see EA 013 537-539 and EA 013 559.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 219-21648; \$24.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Expenditure Per Student, Geographic Regions, *Professional Personnel, Public Schools, *Salaries, School Districts, *School Personnel, School Statistics, Statistical Analysis, Tables (Data), Teacher Salaries

This second part of the 1980-81 report of the National Survey of Salaries and Wages in Public Schools examines salaries actually paid professional personnel in 23 selected positions, from superintendents to teachers and nonsupervisory professional staff, in over 1,000 U.S. school systems. Lowest, highest, and average salaries paid employees in each of the positions discussed are considered. The salary data for each position are presented and analyzed according to three basic classifications: school system size (measured by enrollment); per pupil expenditure levels; and geographic region. In addition to these summary analyses of the data, this report presents tabular

listings of the specific data provided by each reporting school system. (Author/PGD)

ED 202 100 EA 013 539
Wages and Salaries Paid Support Personnel in Public Schools, 1980-81. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date—81

Note—90p.; For related documents, see EA 013 537-538 and EA 013 559.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 219-21650; \$24.00).

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Expenditure Per Student, Geographic Regions, *Nonprofessional Personnel, *Paraprofessional Personnel, Public Schools, *Salaries, School Districts, *School Personnel, School Statistics, Statistical Analysis, Tables (Data), *Wages

This third part of the 1980-81 report of the National Survey of Salaries and Wages in Public Schools examines salaries and wages actually paid nonprofessional school personnel in over 1,000 U.S. school systems. Data on five clerical positions as well as teacher aides, custodians, cafeteria workers, and bus drivers are included. Lowest, highest, and average hourly wage rates or yearly salaries paid employees in each of these positions are considered. The salary data for each position are presented and analyzed according to three basic classifications: school system size (measured by enrollment); per pupil expenditure levels; and geographic region. In addition to these summary analyses of the data, this report presents tabular listings of the specific data provided by each reporting school system. (Author/PGD)

ED 202 101 EA 013 540
Ryan, Thomas P.

Selected Programs for Reducing Truant and Disruptive Behavior in Schools. AEL Occasional Paper 004. Volume 1.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 80

Note—54p.; For a related document, see EA 013 541.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Change, Demonstration Programs, Elementary Secondary Education, Evaluation Criteria, *Information Dissemination, *Program Attitudes, Program Descriptions, Program Development, *Program Evaluation, Programs, Selection, Student School Relationship

Several years ago the Virginia Department of Education provided grants to local school districts for several pilot programs addressing the problem of truancy and disruptive behavior by students. Six promising programs selected from these pilot projects, and eight additional programs not originally funded through the Virginia grants, were examined in order to develop a wide scope descriptive model for dealing with disruption and truancy. The intention was to provide information enabling school systems to define their problems, match those problems with potential solutions, select a solution, and implement that solution. This document describes the selection of programs to be analyzed, the methods used to disseminate information about the programs, and the methods for and results of evaluation of the dissemination process. Appendixes include materials disseminated to school districts informing them of the programs available, as well as materials giving further basic information on each of the programs. Lengthier narrative descriptions of the programs intended to be sent only to districts requesting specific information are reproduced in the second volume of this report. (Author/PGD)

ED 202 102 EA 013 541
Ryan, Thomas P.

Narrative Descriptions of Fourteen Selected Programs for Reducing Truant and Disruptive Behavior in Schools. AEL Occasional Paper 004. Volume 2.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 80

Note—132p.; Occasional pages may be marginally legible due to broken print of original document. For a related document, see EA 013 540.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adventure Education, Attitude Change, Basic Skills, *Behavior Change, Behavior Modification, *Behavior Problems, Classroom Techniques, Community Involvement, Cross Age Teaching, Discipline, Discipline Problems, Elementary Secondary Education, Program Descriptions, *Student Behavior, Student Participation, *Student School Relationship, *Student Teacher Relationship, Suspension, Team Teaching, Truancy, Tutorial Programs, Tutoring

Identifiers—Advisers, Discovery, Diversified Educational Experience Program, Focus, Schools Without Failure, Student Organization for Development of Attitudes, Teacher Effectiveness Training, Teaching Individuals Protective Strategies

This document presents narrative descriptions of 14 selected programs for reducing truant and disruptive behavior in schools, as selected by a group of Virginia educators in a project sponsored by the Virginia Department of Education. Among the tools utilized in these programs are behavior modification using tokens, in-school tutoring, in-school suspension, team teaching, adult advisers from the community, basic skills development, cross age tutoring, student involvement in classroom management, the school-within-a-school concept, group counseling, mini-courses, and adventure education. Specialized processes for improving student-teacher relationships, such as Teacher Effectiveness Training and Schools Without Failure, are also described. Methods used in the dissemination of this information are discussed in the first volume of the report. (Author/PGD)

ED 202 103 EA 013 542
Rorie, Linda S.

A Cost and Time Analysis of Special Education Due Process Procedures. Research Report 79-6. Arkansas School Study Council, Fayetteville.

Pub Date—Apr 79

Note—26p.

Pub Type—Information Analyses (070)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, *Disabilities, Elementary Secondary Education, Exceptional Persons, Expenditure Per Student, Federal Aid, Federal Legislation, Government School Relationship, Mainstreaming, *Program Costs, Special Education, State Aid, State Legislation, *Student Evaluation, *Student Placement

Identifiers—Arkansas Act 102, Batesville School District 1 AR, *Education for All Handicapped Children Act

The costs involved in providing testing and placement for handicapped children, as required by the Education for All Handicapped Children Act of 1975, do not seem to have been taken into sufficient consideration by the legislators enacting the legislation. A study of the direct costs for providing minimal testing and placement services for the 58 students affected in Arkansas' Batesville School District 1 in the 1977-78 school year showed costs of \$123.60 per child, involving expenditure of 11 1/2 hours per child. Federal funding granted for these services amounted to only \$35.00 per pupil. The report concludes with recommendations for remedying the situation. (Author/PGD)

ED 202 104 EA 013 543
Hopkins, William Homer

The Perceptions of Selected Texas Public School Superintendents Toward the Position of Assistant Superintendent of Instruction.

East Texas School Study Council, Commerce.

Pub Date—Jan 80

Note—34p.

Pub Type—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Characteristics, Administrator Qualifications, *Administrator Role, Certification, Elementary Secondary Education, Instruction, *Job Analysis, Occupational Information, *Superintendents

Identifiers—Texas

A random selection of superintendents in Texas school districts with student populations of 500 to 50,000 was surveyed and a search made of the liter-

ature to determine the desired characteristics of those in the role of assistant superintendent of instruction. The information collected showed preferences concerning the field of specialization, administrative experience, teaching experience, academic preparation, and age of those administering the instructional program. Other aspects of the position considered were the position title, the level of authority, the need for certification and training of those in the position, the major duties and responsibilities of the position, the stability of the position, and the apportionment of time to different aspects of the job. In addition to the characteristics revealed in the survey, the study led to recommendations that a training curriculum be established, that certain qualifications be set, that the assistant superintendent of instruction serve in a line capacity, that the position emphasize curriculum and supervision, and that a uniform job description be established. Recommendations for further study are also included. (Author/PGD)

ED 202 105

EA 013 551

Staff Development. The Best of ERIC on Educational Management, Number 59.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Adult Programs, Annotated Bibliographies, Elementary Secondary Education, *Faculty Development, Improvement Programs, *Inservice Education, *Inservice Teacher Education, Institutes (Training Programs), Needs Assessment, *Professional Development, Professional Training, Self Concept, Small Schools, Staff Development, Teacher Participation, Teacher Workshops, Training Methods

Three documents and eight journal articles on staff development (focusing particularly on inservice teacher education), selected from those recently made available through the ERIC system, are described briefly in this report. Topics covered by the items listed include enhancing teachers' perceptions of themselves, identifying workable staff development programs, implementing staff development programs in small schools and districts, improving inservice training methods, selecting locations for inservice training, involving teachers in planning and managing their own professional development, assessing the need for inservice training, and recognizing the needs of adult learners for experiential learning in informal settings. (PGD)

ED 202 106

EA 013 553

Levin-Epstein, Michael And Others

Teachers and Labor Relations, 1979-1980. Special Report.

Bureau of National Affairs, Inc., Washington, D.C.

Report No.—BNA-GERR-RF-199

Pub Date—8 Dec 80

Note—81p.; Government Employee Relations Report covering municipal, county, state and federal developments. For related documents, see ED 170 904 and ED 181 543.

Available from—Bureau of National Affairs, 1231 25th St., NW, Washington, DC 20037 (\$10.00; quantity discounts).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arbitration, Collective Bargaining, Contracts, Court Litigation, Dismissal (Personnel), Economic Factors, *Education, Elementary Secondary Education, *Labor Relations, State Legislation, *Teachers, Teacher Strikes, *Unions The annual special report on teachers and labor relations for the 1979-80 academic year discusses teacher organizing, collective bargaining and negotiations, contract settlements, strikes, economic issues, legal developments, and state legislative activities. A table of court cases relating to labor relations in education is also included. (Author/WD)

ED 202 107

EA 013 554

Rehn, Gosta Petersen, K. Helveg

Education and Youth Employment in Sweden and Denmark.

Carnegie Foundation for the Advancement of Teaching.

Report No.—ISBN-0-931050-17-0

Pub Date—80

Note—198p.

Available from—Carnegie Foundation for the Advancement of Teaching, 1785 Massachusetts Ave., NW, Washington, DC 20036 (free).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Attitudes, Behavior, Elementary Secondary Education, *Employment Problems, Foreign Countries, Government Role, Higher Education, *Labor Economics, *Labor Market, *Unemployment, *Youth

Identifiers—*Denmark, *Sweden

Part one of this book on education and youth employment gives extensive data and information on the behavior and attitudes of youth in Sweden, explanations for rising unemployment in that country, the government's policies to combat youth unemployment, and a description of the Swedish educational system. The emergence of the permissive society in Sweden has brought growing participation in intellectual, physical, vocational, and citizenship activities as well as a rise of negative and destructive phenomena. At the same time, youth unemployment has risen as employment in the manufacturing industries and the private sectors of the economy has declined. Measures instituted to ameliorate the unemployment problem include granting government subsidies to employers who hire and train young workers, increasing and facilitating access to education, and increasing the capacity of the employment service to handle placement and counseling. Part two of the book comprises a brief discussion of youth unemployment in Denmark, including a profile of the typical unemployed youth, a description of some experimental Danish schools, and suggestions for the future. (Author/WD)

ED 202 108

EA 013 556

Duke, Daniel Linden Meckel, Adrienne Maravich

Managing Student Behavior Problems.

Report No.—ISBN-0-8077-2503-8

Pub Date—80

Note—19p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 (\$11.95).

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Behavior Problems, Conflict Resolution, Data Collection, *Discipline, *Educational Administration, Educational Environment, Elementary Secondary Education, Organizational Objectives, Organizational Theories, Parent Participation, Planning, *School Organization, Staff Development, *Student Behavior, Teamwork

Written primarily for teachers and educators, school administrators and personnel, policy makers, and parents, this book discusses the alternative control procedures available to educators faced with student behavior problems and presents one set—those related to problem management—as most effective. The authors' Systematic Management Plan for School Discipline (SMPSD) involves creating awareness that a school is a rule-governed organization, collecting data necessary for understanding and improving discipline, expanding the school's conflict resolution capacity, developing a team approach to discipline (including parents), providing supportive environments for learning, and providing professional development opportunities for faculty and staff. Implementation of SMPSD may require basic changes in school organization and careful preliminary assessment before planning and enacting the program. Appended are a comprehensive list of SMPSD goals and objectives and the Duke Assessment of School Discipline. (Author/WD)

ED 202 109

EA 013 558

Landers, Barb, Ed. And Others

Toward Equity: Effective Title IX Strategies, K-Postsecondary.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Grant—G007702865

Note—455p.; Prepared by the California Coalition for Sex Equity in Education, Phase II. Women's Educational Equity Act Program. Not available in paper copy due to small print of original document.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Affirmative Action, Civil Liberties, Civil Rights Legislation, Community Involvement, *Compliance (Legal), Counselors, *Educational Discrimination, Educational Opportunities, Elementary Secondary Education, *Equal Education, Financial Support, Instructional Materials, Media Specialists, Physical Education, Postsecondary Education, Public Opinion, Resources, *Sex Discrimination, *Sex Fairness, Teacher Role, Teachers, Vocational Education Teachers

Identifiers—*Title IX Education Amendments 1972

This exhaustive treatment of sex equity in education is designed to provide background on and insights into the sex equity in education movement as well as information and strategies for developing the skills needed to carry out the mandates of Title IX. The book includes a discussion of the legal aspects of Title IX, of procedures for implementing the law, and of the handling of negative public attitudes, financial support, instructional materials, and human rights issues. In addition, it addresses the specific concerns and roles of administrators, community members, counselors, instructional personnel, media specialists, physical education teachers, postsecondary personnel, student activity directors, and vocational educators. Specific issues, target populations, projected outcomes, change strategies, constraints, suggested action, and resources are identified for each group. Finally, the book lists human, nonprint, and print resources available to those interested in sex equity in education. (Author/WD)

ED 202 110

EA 013 559

Lawler, Rita A.

ERS Composite Indicator of Changes in Average Salaries and Wages Paid in Public Schools: Update 1980-81. ERS Research Memo.

Educational Research Service, Arlington, Va.

Pub Date—81

Note—24p.; For related documents, see ED 182 846 and EA 013 537-539.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 221-00012; \$15.00).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Annual Reports, Data Collection, Elementary Secondary Education, *Employees, Enrollment, *Public Schools, *Salaries, *Salary Wage Differentials, School Size

Identifiers—*Composite Indicator of Changes

The Composite Indicator of Changes (CIC) is a statistical measure for gauging and comparing changes in average salaries and wages paid to public school employees. Based on data from the National Survey of Salaries and Wages in Public Schools for 28 professional and support positions, this annual report of the CIC compares statistics for 1980-81 with those of the four previous school years. Comparisons are also broken down according to size of school enrollment. The report includes instructions for computing the CIC, a sample worksheet for compiling data, and suggested uses of the indicator. (Author/WD)

ED 202 111

EA 013 560

Block, Alan W.

Job Sharing: An Alternative to Traditional Employment Patterns. ERS Information Aid.

Educational Research Service, Arlington, Va.

Pub Date—81

Note—49p.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 218-00070; \$15.00).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Contracts, Educational Research, Guidelines, *Part Time Employment, Personnel Policy, *Reduction in Force, State Legislation, *Teacher Employment

Identifiers—Ann Arbor Public Schools MI, California, Hawaii, Jefferson County Public Schools KY, *Job Sharing, Minnesota, Wichita Public Schools KS

In the face of declining enrollments and widespread reductions-in-force in school systems, job sharing can provide part-time positions for persons unable to work full-time and can allow some individuals to maintain their positions on a part-time basis as an alternative to being laid off. Job sharing can also benefit school systems by increasing the size of the potential applicant pool. Job sharing, however, is not a panacea for school staffing problems and administrators should weigh its benefits and drawbacks before determining its viability as an employment option. This publication examines various aspects of job sharing, including an overview of the general literature. It delineates the advantages and disadvantages of job sharing to employers and employees and gives specific consideration to job sharing in teaching. Also included are sample contract language, policies and guidelines from several school districts across the nation, and legislation designed to enlarge opportunities for permanent, part-time work in California, Minnesota, and Hawaii. (Author/WD)

ED 202 112

EA 013 561

Hinrichs, William L. Hickrod, G. Alan

Additional Approaches to the Measurement of Equity in Illinois Public School Finance.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date—Feb 81

Note—18p.; For related documents, see ED 172 341 and ED 177 727.

Available from—Center for the Study of Educational Finance, College of Education and the Graduate School, Illinois State University, Normal, IL 61761 (\$1.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Finance Reform, *Financial Support, Multiple Regression Analysis, *School District Spending, *School Support, State School District Relationship

Identifiers—Fiscal Neutrality, *Illinois, Tax Equity, *Wealth Neutrality

The Center for the Study of Educational Finance at Illinois State University has been monitoring the progress toward or away from equity in Illinois since the state finance reform of 1973. The two main areas of concern are (1) wealth neutrality, or to what extent a district's expenditures are a function of its wealth and (2) permissible variance, or to what extent the expenditure level of a district varies from the norm. Recent studies in the area have explored the possibility of combining types of districts (elementary, secondary, and unit) for this investigation, rather than conducting independent studies of each of the three types. Results of the study show that the coefficient of variation and wealth neutrality measures for the state appear reasonable, but inadequate weighting for high school students in Illinois' school finance laws make the permissible variance measures unacceptable. Other results indicate that cost of living adjustments should be made, that income data from the 1980 census should be considered, that a longitudinal study should be attempted, and that Illinois is drifting away from the goal of wealth neutrality and should, in consequence, make a new commitment to equity goals. Tables display the basic data examined. (PGD)

ED 202 113

EA 013 562

Slingsby, Emmett J. And Others

Characteristics of School Districts Applying for Federal Funds under ESEA, 1974, Title Four, Part C.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date—Feb 81

Note—19p.

Available from—Center for the Study of Educational Finance, College of Education and the Graduate School, Illinois State University, Normal, IL 61761 (\$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Innovation, Elementary Secondary Education, *Federal Aid, *Financial Support, *School Districts, School Support, State School District Relationship

Identifiers—Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title IV, *Illinois

Title III of the Elementary and Secondary Education Act of 1965 and Title IV, Part C of the Elementary and Secondary Education Act of 1974 provide for federal funding of innovative projects in public school districts. A study of 981 Illinois school districts revealed that between fiscal years 1974 and 1978 approximately 57 districts per year sought funding and 11 districts a year received funding. Comparisons of the characteristics of districts submitting or not submitting proposals, and receiving or not receiving funding, showed several tendencies: first, only a small percent of districts seek funding; second, secondary districts are more likely to submit proposals, while elementary districts are more likely to have proposals funded; third, districts submitting proposals tended to be urban, having larger enrollments and a higher percentage of minority students; and fourth, awarding of grants by the Illinois state education agency was not related to specific characteristics of districts, such as superintendent's salary, community type, tax effort, or average daily attendance. The researchers recommend policy changes to encourage submission of proposals, and warn that the data reported must be interpreted cautiously due to the small number of funded districts. (PGD)

ED 202 114

EA 013 563

School District Reorganization. A Review of Selected Studies.

Minnesota Univ., St. Paul. Educational Cooperative Services Unit.

Pub Date—77

Note—28p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Centralization, Class Size, *Consolidated Schools, Cost Effectiveness, Educational Quality, *School District Reorganization, School Size, State Legislation

Identifiers—*Minnesota, School District Size

With the purpose of supplying information on school district reorganization to school districts in Minnesota, this report begins with an overview of reorganization, including a definition of terms, an investigation of the impetus for reorganization, and a discussion of the manner in which school district reorganization legislation is usually enacted. Examination of the findings of national reorganization studies offers information on the relationships between school district size and student achievement, between cost and quality of education, and between class size and student achievement. Studies of school district reorganization in Minnesota are reviewed from an historical perspective. The report concludes that reorganization of school districts is not a panacea for educational problems. The lack of consensus on defining and measuring student achievement further complicates the task of evaluating the efficacy of reorganization efforts. (Author/WD)

ED 202 115

EA 013 564

School Building Utilization: Crisis or Opportunity?

Minnesota Univ., St. Paul. Educational Cooperative Services Unit.

Pub Date—Jul 79

Note—79p.; Appendix C may reproduce poorly due to marginal legibility of original document.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Relations, Criteria, Declining Enrollment, Educational Facilities, *Educational Facilities Planning, Elementary Secondary Education, Facility Inventory, *Facility Utilization Research, Political Issues, School Buildings, *School Closing, *School Space, *Space Utilization, Tables (Data)

Identifiers—Facility Alternatives, *Minnesota (Twin Cities), Property Disposition, Surplus Space

This document summarizes the proceedings of a workshop on school building utilization in the 49 school districts of the Twin Cities metropolitan area (Minnesota). Included are the keynote address of Minnesota Governor Al H. Quie; statistical information on the use, location, and condition of the educational facilities of the region during fiscal year 1977-78; an analysis of the relative importance of 39 criteria for school closing as revealed in a survey of 500 Minnesota educators; highlights of a panel discussion on the politics of closing school buildings, focused particularly on relations with the community; brief synopses of particular facilities planning activities undertaken in 5 districts; a review of the literature on use of surplus school space; and a selected bibliography. (PGD)

ED 202 116

EA 013 565

Miskel, Cecil Sandlin, Terry

Survey Research in Educational Administration: A Critical Analysis.

Pub Date—Apr 81

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Analysis, Data Collection, *Evaluation, *Evaluation Criteria, Evaluation Methods, Measurement Techniques, Reliability, Research Design, *Research Methodology, *Research Problems, Sampling, Surveys, Validity

Identifiers—Education Administration Quarterly, Journal of Educational Administration

In order to assess the methodological merit of the published research in educational administration based on surveys, the authors analyzed data from a random sample of 24 survey studies published in the "Education Administration Quarterly" and the "Journal of Educational Administration." Each article was evaluated according to six criteria governing sampling and instrumentation procedures. Raw scores, descriptive statistics, and graphical analysis were used to judge levels of quality and to test for systematic improvements in the scientific rigor of the published research. The study reveals that both journals suffer general shortcomings across a number of the quality criteria. Often methodology is treated so tersely that readers cannot evaluate the quality of procedures. The authors conclude that improvements in methodological rigor have been uneven and modest. (Author/WD)

ED 202 117

EA 013 566

Miskel, Cecil And Others

A Study to Establish the Reliability and Validity Estimates for Three Measures of Structural Coupling in Schools.

Pub Date—Apr 81

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Interprofessional Relationship, Interviews, Measurement Techniques, Observation, Organizational Communication, Predictive Validity, Research Methodology, School Organization, Surveys, *Teacher Administrator Relationship, *Teachers, *Test Reliability, *Test Validity

Identifiers—Kansas, *Structural Coupling (Organizations)

To assess structural coupling in schools, investigators must first have measures with established reliability and validity levels. Structural coupling refers to the mechanisms and norms in organizations that influence interactions among individuals. For three structural coupling measurement techniques—participant observation, interviews, and surveys—the study estimated content, construct, convergent, and predictive validity levels and test-retest and internal consistency reliability levels. Interview and partici-

pant observation data were gathered at a junior high and a high school in one Kansas school district. Survey data came from 145 teachers and administrators in 67 schools in 48 Kansas school districts. The structural coupling measures demonstrated excellent psychometric characteristics. The correlation coefficients for the construct and convergent validity estimates were high with few exceptions. The predictive validity estimates add further evidence that the measures were efficacious. (Author/RW)

ED 202 118 EA 013 567

Hall, Peter M. Spencer-Hall, Dee Ann
Conditions and Processes of Problem Identification, Definition, and Resolution in Two School Systems: Toward a Grounded Theory.
Missouri Univ., Columbia. Center for Research in Social Behavior.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—NIE-G-78-0042

Note—96p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Organization, Decision Making, Elementary Secondary Education, Informal Organization, Interscholastic Communication, Models, *Organizational Communication, Organizational Effectiveness, *Organizational Theories, Power Structure, *Problem Solving, Research Methodology, *School Organization
Identifiers—*Negotiated Order Model

This report describes a study of two small-to-middle-sized midwestern school districts, each observed for about one year. The aim was to clarify the nature of the organizational form of school systems and to examine the organizational processes, using qualitative rather than quantitative methods. Two central concerns of the study were to explore the methods for handling problems in the two districts and to determine to what extent the negotiated order model was useful in describing the districts' or organizational functioning. The problems in both districts were similar, varying in source, emergence, magnitude, duration, and intensity, as well as in the degree and type of negotiations involved in their resolution. One district was found to be more like a negotiated order than the other. Similarities and differences between the districts are detailed in the report. Limitations to the application of the negotiated order model to school systems are discussed. (Author/PGD)

ED 202 119 EA 013 569

Goldsmith, Arthur H.

Student Discipline Codes: Developments, Dimensions, Directions. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Mar 81

Note—9p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$5.00; quantity discounts).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights, Codes of Ethics, Compliance (Legal), Court Litigation, *Discipline, *Discipline Policy, Elementary Secondary Education, Guidelines, *Legal Responsibility, *School Policy, Student Rights

In considering written codes of student conduct, it is important to distinguish between discipline and codes of discipline and between legal necessity and educational desirability. Educators remain free to decide about the desirability of diverse disciplinary measures so long as the minimal constitutionally mandated procedures are followed. In fact, a school has the authority to discipline students without written rules, except in Massachusetts, where publication and filing of student conduct regulations is required. The jurisdiction of a school to punish has generally extended to the point where the student's misbehavior has a direct and detrimental tendency to injure the welfare of the other students in the school. Since court cases control much of life today, school administrators who rewrite their discipline policies must be cognizant of constitutional rights and educational law. Discipline codes should provide for fairness, fact-finding, fullness of information, candor, flexibility, firmness, suitability of

punishment to offense, compatibility of student and school interests, feasible implementation, the least restrictive approach necessary, and good faith in proceedings. However, a discipline code is but one critical element in a school's discipline program. Fair administration of the rules, written and unwritten, is a far more important ingredient. (Author/WD)

ED 202 120

Kelley, Edgar A.

Improving School Climate: Leadership Techniques for Principals.

National Association of Secondary School Principals, Reston, Va.

Spons Agency—Phi Delta Kappa, Bloomington, Ind.

Pub Date—80

Note—76p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$4.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Administrator Role, Classroom Environment, Community Involvement, *Educational Environment, Educational Improvement, Elementary Secondary Education, *Evaluation, Guidelines, *Leadership Responsibility, *Outcomes of Education, Planning, *Principals, School Organization, School Role, Student School Relationship, Teacher Role, Teaching Conditions

Based on the assumption that a positive environment is an important component of a well-run school, this monograph offers techniques to school principals for evaluating and improving school climate. Topics covered include assessing school climate, planning for climate development, providing leadership for climate improvement, improving classroom climate, and improving home-school relationships. The author concludes that high levels of productivity and satisfaction are goals for all persons who work and study in schools. However, the level of productivity and satisfaction attained by students must have first priority. Diagnosis of school, classroom, and home or community environments serves as a basis for implementing climate improvement projects, which must be carefully monitored and evaluated. Administrators who desire to improve school and classroom climates need to be committed to the belief that schools can be better and to be willing to test different approaches to climate improvement. (Author/WD)

ED 202 121

Reutter, E. Edmund, Jr.

Schools and the Law.

National Association of Secondary School Principals, Reston, Va.

Pub Date—81

Note—118p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$5.00).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Boards of Education, Civil Liberties, Compliance (Legal), Compulsory Education, Court Litigation, Curriculum, Educational Finance, Elementary Secondary Education, Federal Aid, Federal Government, Federal Legislation, Federal Regulation, *Government School Relationship, Instructional Materials, *Legal Responsibility, Private Education, Records (Forms), Religious Education, School Desegregation, School Districts, *School Law, State Aid, State Church Separation, State Government, State Legislation, State School District Relationship, Student Rights, Student Transportation, Teachers, Tuition

Identifiers—Property Acquisition, Property Disposal

The basic areas of school law in the United States, from the governmental framework in which education functions to concerns about teachers, pupils, and school property, are covered in this book. Separate chapters describe the roles of governmental agencies at federal, state, and local levels and discuss regulation of what is taught as well as how, to whom, and by whom. Additional chapters focus on contemporary legal problems faced by schools: regulation of student conduct; liability for injury to

students; management of school property; the legal aspects of providing transportation; the financing of education; the relationships between religion, education, and government in both public and private schools; and requirements for desegregation. Prepared as a layman's summary of the current state of the law, this document omits the footnotes and case citations typically found in legal analyses in favor of brevity and readability. (Author/PGD)

ED 202 122

Swick, Kevin J.

Maintaining Productive Student Behavior. Reference & Resource Series.

National Education Association, Washington, D.C.

Pub Date—77

Note—35p.

Available from—Publications Dept., National Education Assn., 1201 16th St. NW, Washington, DC 20036 (Stock No. 1504-5-00; \$3.95).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Administrator Role, Attitude Measures, *Behavior Problems, Community Involvement, *Discipline, *Discipline Policy, *Discipline Problems, Educational Environment, Elementary Secondary Education, Guidelines, Parent Attitudes, Parent Participation, Student Attitudes, *Student Behavior, Teacher Attitudes, Teacher Role, Teamwork
Identifiers—*Disruptive Behavior Inventory

All facets of society—educators, citizens, students, legislators, and judges—are concerned about and interested in solving the problem of disruptive behavior in schools. The literature on the causes and effects of, and possible solutions to, the problem of disruptive behavior in the classroom focuses on the teacher, classroom climate, curriculum, and behavior patterns of children. While teachers may be the key persons in solving disruptive behavior, they must be joined in their efforts by other faculty, family, and community members to form a leadership team. First, the team needs to define the specific problem situation. Next, they should gather and analyze data on type of student behaviors particular to the school. The Disruptive Behavior Inventory can be a useful tool in this endeavor. In initiating a plan of action, the leadership team should involve all groups in the planning process, which should provide for improvement in teacher, administrative and parent behavior as well. Once an acceptable realm of student behavior has been established, an environment conducive to productive student behavior should be promoted and maintained. Parents, teachers, administrators, community members, and students can all contribute to a positive discipline program. (Author/WD)

ED 202 123

Proetsch, Jean L.

Salary Schedules, 1978-79. Research Memo.

National Education Association, Washington, D.C.

Pub Date—79

Note—11p.

Available from—Publications Dept., National Education Assn., 1201 16th St. NW, Washington, DC 20036 (\$2.50).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Attainment, Educational Status Comparison, Elementary Secondary Education, Enrollment, Geographic Regions, Public School Teachers, *Salary Wage Differentials, School Districts, School Statistics, Statistical Analysis, Tables (Data), *Teacher Salaries

Information on 1,021 salary schedules for teachers from the 1,495 public school systems in the United States with enrollments of 6,000 or more during the 1978-79 school year is included in this report. Eight tables present data that are briefly analyzed in an introductory statement. Table 1 presents the estimated number of public school systems enrolling 6,000 or more pupils, ranked into five strata by enrollment, and indicate the number supplying salary data. Tables 2, 3, and 4 present mean and median scheduled minimum and maximum salaries, tabulated by teachers' levels of academic preparation, by enrollment grouping, and by geographic region. Tables 5 and 6 provide yearly comparisons of mean scheduled salaries tabulated by teachers' levels of academic preparation and by enrollment grouping, from 1968-69 through 1978-79, in terms of both actual dollar amounts and percent-

ages of increase. Tables 7 and 8 present mean and median numbers of and amounts of increments in 1978-79 salary schedules, tabulated by teachers' levels of academic preparation. (PGD)

ED 202 124 EA 013 574

Title IX: Parity of Coaches' Salaries for Male and Female Athletic Teams.
National Education Association, Washington, D.C.
Pub Date—79
Note—51p.

Available from—Publications Dept., National Education Assn., 1201 16th St., NW, Washington, DC 20036 (\$4.95).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Athletic Coaches, Civil Rights, Compliance (Legal), Contracts, Elementary Secondary Education, Employment Practices, Federal Legislation, Federal Regulation, Negotiation Agreements, *Salaries, *Salary Wage Differentials, Sex Discrimination, Teacher Attitudes
Identifiers—*Equal Pay Act 1963, *Title IX Education Amendments 1972

A study by the National Education Association (NEA) of the existing literature, teacher opinion polls, federal legislation and regulations, state salary schedules, and collective bargaining agreements revealed important information concerning the differences in salaries in the late 1970s for coaches of male and female athletic teams in the public schools. Analysis of contracts showed that salaries were not generally equal in the 1977-78 school year, but that the percentage of contracts with equal salaries was higher than in 1975-76. Teachers polled during the period felt efforts to comply with the provisions of Title IX of the Education Amendments of 1972 were inadequate. The researchers determined that the Equal Pay Act of 1963 is the most appropriate and effective tool to use in resolving equal pay issues involving sex discrimination. The data available were not sufficient to answer questions concerning equality of pay for extra work by coaches. As a result of the study, the researchers developed several recommendations for actions to be taken by the NEA involving continued monitoring of federal agencies, establishing of a salary schedule data base, analyzing contracts annually, encouraging use of the Equal Pay Act, and supporting enforcement of Title IX provisions. (PGD)

ED 202 125 EA 013 575

Abramowitz, Susan. *Stackhouse, E. Ann*
The Private High School Today.
National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Note—167p.; Tables and figures may reproduce poorly due to colored inks used in original document.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Administrative Organization, Administrator Attitudes, Catholic Schools, Comparative Analysis, Economics, *Educational Administration, Educational Research, Federal Programs, Principals, *Private Schools, *Program Development, Public Policy, *Public Schools, Secondary Education, State Programs, Surveys

Comparison of data from a survey of private high schools sponsored by the National Institute of Education (NIE) and the Council for American Private Education with data from a companion survey of public high schools conducted by NIE and the National Association of Secondary School Principals provides the basis for this collection of individually-authored chapters assessing the services and organization of public and private high schools. The first few chapters of the book describe the nature of private secondary schools—their programs, organization, and management—and the sample of private high schools from which the data were drawn. Later chapters explore the attitudes and goals of public and private school principals, the Catholic high school, the external pressures schools face (particularly in federal- and state-funded programs), the effects of competition and choice in the school marketplace, the private school as a subject for educational research, and public policy and private education. The initial survey on private schools offers a broad baseline of information representative of the variety of high schools throughout the country and will be followed by subsequent research. Survey results, the sampling plan, and responses are ap-

pended. (Author/WD)

ED 202 126

NSBA Bibliography on Multicultural Education.
National School Boards Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—549AH80341

Pub Date—79

Grant—G007802355

Note—53p.; For a related document, see EA 013 577.

Available from—National School Boards Assn., 1055 Thomas Jefferson St., NW, Suite 600, Washington, DC 20007 (\$7.50 for set including EA 013 577).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Cross Cultural Studies, Cultural Pluralism, *Educational Policy, Elementary Secondary Education, English (Second Language), Human Relations, *Instructional Materials, *Multicultural Education, Nonprint Media, *Program Development, Racial Integration, Racial Relations, Values

Identifiers—*Ethnic Heritage Studies Program

Including more than 450 citations, this bibliography seeks to supply school board members and administrators with the resources to develop policy and program initiatives related to multicultural education. School board members, practitioners at all educational levels, academicians, and representatives of diverse ethnic groups have recommended the print and nonprint sources included. The general topics covered comprise the following: resources for policy development, desegregation and race relations, human relations, values, cross-cultural communication, instructional materials, bilingual education, and English as a second language. In addition, the document lists journal articles, media resources, and other bibliographies on multicultural education. (Author/WD)

ED 202 127

NSBA Training Handbook on Multicultural Education.

National School Boards Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—549AH80341

Pub Date—79

Grant—G007802355

Note—31p.; For a related document, see EA 013 576.

Available from—National School Boards Assn., 1055 Thomas Jefferson St., NW, Suite 600, Washington, DC 20007 (\$7.50 for set including EA 013 576).

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Boards of Education, Community Support, *Cross Cultural Training, *Cultural Awareness, *Cultural Pluralism, Elementary Secondary Education, Equal Education, History, *Intercultural Programs, *Multicultural Education, Policy Formation, Program Attitudes, Racial Attitudes, Racial Relations, School Administration
Identifiers—*Ethnic Heritage Studies Program

Designed for use by school boards committed to the ideals of cultural pluralism and equality of education, this handbook describes the principles, methods, and resources involved in an innovative concept of multicultural education. The chapters cover a brief history of cultural pluralism and multicultural education; ways of developing cultural awareness, beginning with self-awareness; cross-cultural communication; methods of developing and obtaining district-wide support for a multicultural program; school governance; and policy development. In addition, the handbook includes classroom exercises, board statements on multicultural education from five states, and information on conducting an Ethnic Heritage workshop. (Author/WD)

ED 202 128

Svingby, Gunilla

Preconditions of Change in Schools (FISK). Project Number 6051.

National Swedish Board of Education, Stockholm.

Pub Date—Feb 81

Note—15p.

Journal Cit—School Research Newsletter; Feb 1981

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Background, Class Organization, Curriculum, *Curriculum Development, *Educational Change, Elementary Secondary Education, Foreign Countries, *Influences, Instruction, Instructional Materials

Identifiers—Curriculum Implementation, Nationwide Curriculum, *Sweden

Preliminary results of this study of the preconditions for pedagogical change in Swedish schools indicate that national curricular emphases have changed, but that accompanying changes in teaching methods may conceal wide variation in content and import. The study's objective was to identify the factors conducive or hostile to change in the instructional, nonadministrative activities of Sweden's nine-year comprehensive schools. The investigators had first to define which changes to study and, second, to identify preconditions for change, such as the national curriculum, teaching materials, school organization, and teachers' perceptions. Through research on historical government documents they charted the changing official views on education and, through empirical research in middle-level classes and in one senior-level school, they discovered whether officially-desired changes were taking place. Official curricular goals have changed markedly from the 1940s, moving to an emphasis on "invisible pedagogics" with looser guidelines and much greater focus on pupils' interests, experiences, and development. Changes mandated by the national curriculum in teaching methods, class organization, content, and teaching materials have taken place, but still allow wide variation in subjects studied, resources used, and depth of study. (RW)

ED 202 129

Survey: Attitudes Toward Women as School District Administrators. Summary of Responses to a Survey of a Random Sample of Superintendents and School Board Presidents.

American Association of School Administrators, Arlington, Va.; Educational Research Service, Arlington, Va.; Education Development Center, Inc., Newton, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—81

Note—68p.

Available from—WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 (\$2.75).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Boards of Education, *Educational Administration, Educational Research, Elementary Secondary Education, Employed Women, Employment Practices, *Females, Higher Education, Promotion (Occupational), *Sex Bias, *Superintendents, Surveys, Tables (Data)

Identifiers—*Opinion Survey for Men and Women (SRA), Women as School District Administrators Survey

A survey sample of superintendents and school board presidents in districts across the United States, stratified into four groups according to district size, provides data concerning the effects of the attitudes of those responsible for hiring school district administrators on the professional opportunities for women in the field. The two instruments used were the Women as School District Administrators (WASDA) survey, which contained items specific to administrative positions within education, and the Science Research Associates (SRA) Opinion Survey for Men and Women, which elicited opinions about women as employees in any occupation. Responses to individual items of the WASDA survey indicate that administrators generally agree that women can be effective in educational administration. However, analysis of individual items reveals a significant percentage of male administrators who disagree. Data from the SRA survey suggest that superintendents may be more accepting than school board presidents of

women in the work setting. The authors do not draw implications from the research in this report, but in addition to presenting all responses they highlight those of some significance and identify the characteristics of the respondents. (Author/WD)

ED 202 130 EA 013 582

Davis, John E. Ryan, Doris W.

Constraints on Secondary School Programs. The Impact of Declining Enrollments, Collective Agreements, and Regulations.

Ontario Dept. of Education, Toronto.

Pub Date—80

Note—283p.

Available from—Ontario Government Bookstore, 880 Bay St., Toronto, Ontario, Canada M7A 1N8 (\$6.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Board of Education Role, Class Size, *Collective Bargaining, Contracts, Curriculum Problems, *Declining Enrollment, Difficulty Level, Educational Attitudes, Educational Cooperation, Educational Legislation, Foreign Countries, *Government School Relationship, Graduation Requirements, Principals, *Program Development, *Retrenchment, School Closing, School Districts, School Size, Secondary Education, State Government, State Legislation, Student Teacher Ratio, Teaching Load

Identifiers—"Ontario, Ontario Department of Education (Canada), Ontario Ministry of Ed H S 1 Circulars, Rules and Regulations

Declining enrollment, collective bargaining agreements, and government requirements will reduce educational opportunities in Ontario's secondary schools unless new educational policies and technologies and increased interinstitutional cooperation are used to create alternative programs. This study analyzed questionnaire data on school size, enrollment decline, program changes, effects of government and collective bargaining, and school-community cooperation from a survey of 312 Ontario secondary school principals and from interviews with 30 of these same principals. It also examined Ontario government documents from 1972-80 covering credit, course, curriculum, and textbook requirements and class scheduling; 35 teacher-school board collective bargaining agreements governing pupil-teacher ratios, instructional load, class size, and "redundancy" (layoff) provisions; solutions to secondary school program problems in eight other Canadian provinces; and a case study of one small northern Ontario school district. Data analysis showed that enrollment decline, bargaining agreements, and societal priorities (as expressed through government requirements) would reduce students' options and the number of teachers and courses and would narrow the range of difficulty levels in schools. Such program constraints may be avoided through new educational technologies; increased cooperation among school boards, municipalities, and provincial officials; and more flexible educational policies. (RW)

ED 202 131 EA 013 583

Shaumleff, Virginia

Parkrose School District's Goal-Based Instructional Program. Meeting the Minimum Standards and Beyond. OSSC Bulletin Vol. 24, No. 7. Oregon School Study Council, Eugene.

Pub Date—Mar 81

Note—53p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$4.00; \$3.00 if prepaid; discount of 10% for 10 or more copies).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Competency Based Education, *Criterion Referenced Tests, Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Item Banks, Mastery Learning, *Minimum Competencies, Minimum Competency Testing, Norm Referenced Tests, Parent School Relationship, Remedial Instruction, School Community Relationship

Identifiers—*Parkrose School District OR, Popham (W James), Rasch Model

Parkrose School District's goal-based instructional program is designed to meet state minimal-competency requirements, keep the district's students abreast of national and local performance, and inform parents and the community of district students' progress. In response to public concern

over students' declining basic skills, the state of Oregon set general competency goals in ten personal and social areas, holding each school district responsible for developing, implementing, and meeting these goals. Parkrose created its program by defining goals, identifying educational weaknesses and solutions, and developing assessment methods and remediation programs. Goals in 15 curriculum areas, which meet 70 competencies drawn from the state requirements, are set at district, program, and course levels. Assessment occurs at the class level through tests and assignments. District-level assessment occurs through (1) criterion-referenced tests developed by the district from Rasch's and Popham's theories, and (2) norm-referenced national tests to compare Parkrose achievement levels with national and metropolitan levels. Parkrose reports on the program to parents and the community through an annual evaluation publication, public meetings, and status reports to students' parents. National and district reports indicate program success in reading and computing but lower achievement in writing. (RW)

ED 202 132 EA 013 584

Educational Policy and Planning. Compensatory

Education Programmes in the United States. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—81

Note—340p.; With a resume in French. Some charts may reproduce poorly due to marginal legibility of original document.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., NW, Washington, DC 20006 (\$17.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compensatory Education, Disabilities, *Economically Disadvantaged, Educationally Disadvantaged, *Federal Aid, *Federal Programs, Minority Groups, National Programs, Program Development, Program Effectiveness, State Federal Aid, Student Loan Programs, Success, Vocational Education, Work Study Programs, Youth Employment

Identifiers—Basic Educational Opportunity Grants, Comprehensive Employment and Training Act, Educational Opportunity Centers, *Elementary Secondary Education Act Title I, *Project Head Start, Special Services for Disadvantaged Students, Talent Search, Teacher Corps, Upward Bound

This description of federal compensatory education programs for the economically disadvantaged was prepared for the Organization for Economic Cooperation and Development's review of national education policies. As background, the report first describes the U.S. educational system, the social and educational changes since 1954 that gave rise to compensatory programs, and the current debates over these programs. Six chapters then discuss the goals, target populations, services, and results of federal compensatory programs at the preschool, elementary, secondary, and postsecondary levels, including the training of teachers to serve disadvantaged groups. Among the programs covered are Head Start, Title I of the Elementary and Secondary Education Act (ESEA), youth employment training, vocational education, Upward Bound, Talent Search, Special Services for Disadvantaged Students, Educational Opportunity Centers, college work study, Educational Opportunity Grants, college student loans, and the Teacher Corps. Three final chapters examine the compensatory programs' common objectives and implementation procedures, assess the programs' impact on educational resources and achievement, and analyze the multiplicity of federal compensatory programs and the proposed solutions to this problem. An appendix presents detailed case studies of Head Start, Title I of ESEA, and the Teacher Corps. (RW)

ED 202 133 EA 013 585

Educational Statistics in OECD Countries. Statistiques de l'Enseignement dans les Pays de l'OCDE.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—81

Note—252p.; Not available in paper copy due to print size and quality.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., NW, Washington, DC 20006 (\$12.00).

Language—English; French

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Groups, Compulsory Education, *Educational Attainment, *Enrollment, Enrollment Rate, Enrollment Trends, *Expenditures, Financial Support, Intellectual Disciplines, School Entrance Age, *School Statistics, School Support

Identifiers—Gross National Product

Data on educational enrollment, attainment, and expenditures, covering each of the 24 members of the Organisation for Economic Cooperation and Development plus Yugoslavia, illustrate the development of each country's educational system. The data, in both English and French, are arrayed in 154 tables and divided into five sections. The first section delineates the scope of formal education for 1970 and 1976, covering ages of educational entry and exit by sex and average years of education by both age and sex. The second section details enrollment by sex at all educational levels from 1965 to 1977, as well as university enrollment by field of study and by sex. It also provides data on average annual growth rates of both school-age population and enrollment. New entrants to university and nonuniversity higher education programs are enumerated by sex in section three for the years 1965-1977. The fourth section lists each country's full-time enrollment rates by age, sex, and educational level for 1970 to 1976. The final section examines the growth of public expenditures at all levels of public education from 1960 to 1977. In addition, Gross National Products are compared with educational expenditures by educational level for 1970 and 1975. (RW)

ED 202 134 EA 013 586

Pfau, Richard H.

Sources of Invalidity When Comparing Classroom Behaviors Across Cultures and Nations.

Pub Date—Mar 81

Note—51p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (25th, Tallahassee, FL, March 18-21, 1981).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Classroom Research, *Comparative Analysis, *Cross Cultural Studies, Elementary Secondary Education, Foreign Countries, Student Behavior, Teacher Behavior, *Validity

Identifiers—*Category Observation Systems

Focusing on the use of category systems in classroom observation, this report summarizes factors that may significantly affect the validity of cross-national and cross-cultural comparisons of classroom behaviors. Category systems measure well-defined behaviors by recording events observed at specific intervals or as they begin and end. Areas of concern related to the use of this strategy in multicultural comparisons include cost, identification of comparable populations, resistance by some teachers to observation, observer effects on classroom behaviors, the selection of the specific behaviors chosen for observation, the classification of significantly different events in the same category, limitations in the number of behaviors measured, and theoretical and cultural biases. The encoding and decoding processes for category systems also raise several concerns, including inter-investigator reliability, observer accuracy, subjectivity, distortions in recording procedures, problems in context and meaning, and failure of personnel to follow project protocol. Those designing future studies should consider the fact that the effects of many of these factors can be controlled or eliminated. Moreover, persons intimately familiar with the classrooms of the cultures to be compared should become an integral part of almost any investigation in which category systems are used. (Author/WD)

ED 202 135 EA 013 587

Romanish, Bruce A.

An Historical Analysis of the Educational Ideas of George S. Counts and the Role of the School in the Modern Social Order.

Pub Date—15 Apr 81

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). The bibliography may be marginally legible due to

broken print of original document.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Democracy, Democratic Values, *Economic Change, Educational Change, Individualism, *School Role, *Social Change, Socialism, Teacher Role

Identifiers—*Counts (George S), Marxist Criticism, Populism

The ideas of the populist George S. Counts on education's role in fostering democratic economic change are relevant to a consideration of modern problems and the prospects for American socialism (defined here as community and worker control of economic production). Counts, writing in the 1920s and 1930s, felt strongly that capitalism no longer worked and that it bred a debasing economic individualism growing out of merchants' ideas of economic freedom. He called for a planned, socialized economy unopposed to the traditional individualism of the independent family farmer. Counts' strong belief in democracy and in the schools' role in its maintenance led to his theories that education cannot be neutral and that it should help bring about the new economic order. Like current Marxist educational critics, Counts understood schools' functions in maintaining the established order, but unlike them he offered ideas for school reform applicable to the present. Today's progressives who see that the limits to growth will soon require a new economic order can find much relevance in Counts' emphases on democracy, the need for social change, the necessity for socialism to spring from within America, and the schools' potential role in assisting social change. (RW)

ED 202 136 EA 013 588
The Effects of Class Size on Student Achievement.

A Review of the Literature.
South Carolina State Dept. of Education, Columbia.
Pub Date—Dec 80

Note—14p.
Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Classroom Environment, *Class Size, *Educational Research, Elementary Secondary Education, Performance Factors, Small Classes, Student Attitudes, Teacher Attitudes

For years the issue of class size has been the subject of hundreds of educational research studies. The effects of class size on student achievement, student and teacher attitudes, instructional setting, and total classroom environment have been examined and re-examined. In general, the findings of these studies have been inconclusive, though for every study supporting the efficacy of large classes, two favor small classes. Those studies revealing no effect on achievement due to class size are based almost entirely on measures of cognitive learning, while those that find class size significant measure other areas of growth as well, such as mental health, problem solving skills, and aesthetic, personal, and creative development. For the most part, class size is only one variable among a number of important variables affecting learning. These include student and teacher characteristics, the instructional program and its goals, the subject matter being taught, the reasons for altering class size, and economic factors. Much of the research on class size is methodologically weak and should be evaluated in its own right before its results are accepted. (Author/PGD)

ED 202 137 EA 013 589
Inkeles, Alex. Sirowy, Larry

Cross-National Comparison of Student-to-Teacher Ratios: An Example in Convergence Theory.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IFG-PR-79-A10

Pub Date—Sep 79
Grant—OB-NIE-G-78-0212

Note—49p.
Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Cross Cultural Studies, Developed Nations, Developing Nations, Economic Development, Economic Factors, Elementary Secondary Education, Postsecondary Education, Social Change, *Student Teacher Ratio, Tables (Data)

Identifiers—Convergence Theory

Convergence theory, which explains changes in social systems, predicts that student-teacher ratios will become more similar worldwide under the impact of economic accumulation, technological utilization, industrialization, location and growth of the student-age population, enrollment expansion, and changes in each society's relationship to the individual. To test this proposition, student-teacher ratios at the primary, secondary, and tertiary (post-secondary) levels were computed for 1950, 1965, and 1974/75 for 34 low-income countries, 59 middle-income countries, 18 industrialized countries, and 11 centrally-planned countries. The differences in country income levels approximate the differences in economic development being tested. Further historical testing used data on student-teacher ratios in 24 European countries from 1860 to 1960. Results for primary education show strong convergence toward lower student-teacher ratios through time and across economic levels. Ratios for secondary and postsecondary education show less evidence of convergence, although both industrialized and centrally-planned countries do converge toward lower ratios at the secondary level. Appendices list the student-teacher ratios for the 122 developed and developing countries and the 24 European countries. (RW)

ED 202 138 EA 013 590
Chambers, Jay G.

The Hedonic Wage Technique as a Tool for Estimating the Costs of School Personnel: A Theoretical Exposition with Implications for Empirical Analysis.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-79-A14

Pub Date—Sep 79

Grant—OB-NIE-G-78-0212

Note—41p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cost Indexes, Costs, Educational Finance, Educational Research, Mathematical Models, Salaries, *Salary Wage Differentials, *School Personnel, *Theories

Identifiers—*Hedonics

Present systems for the apportionment of grants from the state or federal level to local public school districts are based primarily on measures of district wealth as modified by weightings for the characteristics of the student population. Until recently little attention has been given to differences among districts in the costs of providing educational services. The application of hedonic wage theory to this field of study is based on the assumption that it is not enough to assess differences in educational costs by considering cross-district variations in salaries paid personnel in similar positions. A measure of the attractiveness of the districts and of the positions, in nonmonetary terms, must be added to or subtracted from the salaries through application of a formula such as the hedonic wage index. In addition, characteristics making employees attractive to employers may result in different pay rates. Discussions of a mathematical model for applying the hedonic theory to school personnel, of effects of imperfections in the market on the model's accuracy, and of how the model can be used to estimate costs of school personnel for purposes of cross-district comparison are presented in this report. (Author/PGD)

ED 202 139 EA 013 591
Meyer, John W.

The Impact of the Centralization of Educational Funding and Control on State and Local Organizational Governance.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IFG-PR-79-B20

Pub Date—Aug 79

Grant—NIE-P-79-0086; OB-NIE-G-78-0212

Note—33p.; Paper presented at the HEW School Finance Study Meeting on Resource Allocation, Service Delivery, and School Effectiveness (September 1979).

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, *Centralization, Educational Policy, Educational Research, Federal Aid, Federal Programs, Federal Regulation, Federal State Relationship, *Government School Relationship, Organizational Change, *Organizational Effectiveness, Organizational Theories, Power Structure, Public Policy
American education is distinctive in the decentralization of its funding and control. Despite recent expansion, the role of the federal government is still restricted to funding and authority in special programs and situations, while both states and localities have authority to define educational purposes, programs, and policies. At all levels of the administrative organization, administrators must consider relationships with groups outside the educational hierarchy, such as parent, community, and legislative bodies. Centralization of authority and funding at the federal level would theoretically reduce the power of these outside groups and increase the importance of relationships within the vertical hierarchy, while simplifying and rationalizing administrative functions. If funding alone or authority alone were centralized, it would appear that many of the same results would occur. The American case is one of fragmented centralization, featuring unrelated federal funding programs processed through several independent channels. The situation seems to lead to a massive middle-level educational bureaucracy, poorly linked with the classroom world below, little integrated around broad educational policies or purposes, organized for the function of reporting to a wide, fragmented funding and control environment, and less and less able to respond to the legitimate authority of local systems. (Author/PGD)

ED 202 140 EA 013 592
Calfie, Robert C. Pessirilo-Juricic, Gloria

Perceived Changes in California Schools and Classrooms.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-A3

Pub Date—Jan 80

Grant—OB-NIE-G-78-0212

Note—29p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Economic Climate, Economic Factors, Elementary Secondary Education, Public Opinion, Public Support, School Community Relationship, Social Environment, Socioeconomic Influences, Teacher Alienation, *Teacher Attitudes, Teacher Morale, Teacher Motivation, Work Environment
Identifiers—*San Jose Unified School District CA
Various changes have swept across California's system of education over the past few years—tax limitations, equity of spending allocations, declining enrollment, and mainstreaming, to mention a few. Interviews with 104 educators conducted in 1978-79 in the San Jose Unified School District revealed how those at all levels of a local school system felt about the impact on education of these social and economic changes. The results showed considerable concern, highlighted by a sense that the public was altogether unhappy with the performance of local schools. Teachers and administrators reported that they were working harder than ever, under worsening conditions and for fewer rewards. Many teachers indicated plans to leave the profession. Major responsibility for the situation was attributed to reductions in funding due to passage of Proposition 13, and additionally to poor public attitudes toward education. The findings point to the

importance of close monitoring of the perceptions and attitudes of local school staff in California and elsewhere. (Author/PGD)

ED 202 141

EA 013 593

Weiler, Hans N.

The Fallacies and Prospects of Educational Planning: Reflections on a Shopworn Craft. Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—IFG-PR-80-A1

Pub Date—Jan 80

Grant—OB-NIE-G-78-0212

Note—28p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cultural Context, Developing Nations, *Educational Planning, International Educational Exchange, National Programs, Participation, *Political Influences, Social Influences, *Socioeconomic Influences, Technical Assistance

Identifiers—Planners

Past notions of educational planning have been overly mechanical, technical, and apolitical. The have overestimated the effectiveness of quantitative techniques, underestimated the importance of qualitative, historical, and political factors, and oversimplified the complexity of the relationship between education and social change. As a result, planning has been undertaken from too universal a standpoint and without enough consideration for the specific national or regional context. This context should also determine the proper role of the planner. Participation in the planning process by those most affected can improve the responsiveness of the process to the context if communication among participants is adequate. The information base for planning needs to be extended in most cases, and the capacity of each educational system to implement the plans must be considered. Economic and political dependency, the funding of planning by extra-national agencies, and the dominance of the international model of educational planning all tend to aggravate these problems in developing nations. (PGD)

ED 202 142

EA 013 594

Meyer, John W. And Others

Institutional and Technical Sources of Organizational Structure Explaining the Structure of Educational Organizations.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—IFG-PR-79-A9

Pub Date—May 80

Note—38p.; Paper prepared for a conference on Human Service Organizations at the Center for Advanced Study in the Behavioral Sciences (Stanford, CA, March 2-3, 1979).

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Speeches/Meeting Papers (150)

—Opinion Papers (120) — Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, Educational Research, Elementary Secondary Education, Institutional Environment, Institutional Research, *Models, *Organizational Theories, *School Organization

Identifiers—*Institutional Organization Theory

Models of organizational structures developed through the study of commercial organizations are not necessarily applicable to educational organizations. Technical organizations such as factories act to regulate the flow of their processes and products and, thus, to buffer them from external forces. Institutional organizations such as schools or school systems seek to conform to the institutional environment, including the expectations of their constituents and, thus, buffer themselves from their own technical work processes. An institutional theory of educational organization offers explanations of the structural conformity and overall homogeneity of the system, and of its overall focus on organizational responsiveness to internal and ex-

ternal constituents. The absence of clearly understood and efficacious technical processes for obtaining desired educational outcomes would threaten the legitimacy and resources of the organization if a tightly coupled technical organizational structure were used. The institutional model needs further development, which should include reconceptualization of the distinction between technical and institutional environments, clarification of the kinds of "buffering" practiced, and specification of the nature of organizational success. (PGD)

ED 202 143

EA 013 595

Inkeles, Alex Sirowy, Larry

Educational System Development and Convergence: A Literature Review and Propositional Inventory.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—IFG-PR-79-A11

Pub Date—Aug 79

Grant—OB-NIE-G-78-0212

Note—76p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Demography, Economic Development, Educational Administration, *Educational Development, Educational Finance, Enrollment, Governance, Industrialization, International Studies, *National Programs, *Social Change, Social Science Research, Social Structure, Systems Analysis, Theories

Identifiers—*Convergence Theory

Structural convergence theory seeks to determine whether as nations industrialize they move toward common ways of organizing, arranging, and defining the institutional subsystems in their social structures. A related concern is whether the characteristics of these institutional subsystems themselves promote or retard convergence. National educational systems act as institutional subsystems; their elements include the structures, personnel, and processes of education. Cross-national research on educational systems may focus on any combination of these elements. Shifts in the structural makeup of national educational systems can be determined through analysis of changes in several characteristics of those systems. The characteristics of the educational subsystem emphasized in this paper fall in the areas of demography, educational finance and cost structures, governance, and structural and normative features. A number of propositions drawn from the literature are presented, relating these characteristics to developments in other national subsystems. (Author/PGD)

ED 202 144

EA 013 596

Rumberger, Russell W.

The Changing Skill Requirements of Jobs in the U.S. Economy.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—IFG-PR-79-B21

Pub Date—Sep 79

Grant—DOL-91-06-77-23

Note—30p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Educational Attainment, Employment Qualifications, *Job Skills, *Job Training, Labor Force Development, *Labor Needs, Statistical Analysis

Changes in the distribution of job skills in the U.S. economy between 1960 and 1976 are examined in this document. The research assesses the effects of changes both in the distribution of employment among different occupations and in the skill requirements of individual occupations. Estimates of the latter component are based on two editions of the "Dictionary of Occupational Titles," the third edition (issued in 1965) and the fourth edition (issued in 1977). The results indicate that the general skill requirements of jobs have changed little over the past decade and a half, a period of growth and tech-

nological development when the supply of skilled labor increased dramatically. (Author/PGD)

ED 202 145

EA 013 597

Cronbach, Lee J. And Others

Setting Cut Scores in Selection: A Mathematical Structure for Examining Policies.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—IFG-PR-79-A7

Pub Date—Oct 79

Grant—OB-NIE-G-78-0212

Note—25p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Admission Criteria, Affirmative Action, Competitive Selection, Employment Practices, Employment Qualifications, Equal Opportunities (Jobs), Mathematical Models, Minority Groups, *Personnel Selection, Program Effectiveness, *Program Evaluation, *Selective Admission

Employers and school admissions officials must consider several factors when making choices among applicants, particularly when faced with a need to increase selection of minority group members. Should different standards be applied to different groups? Will acceptance of less qualified applicants from one group affect the overall quality of the work force or the student body? How much does the particular situation affect the degree of change in overall quality? How much of a drop in quality is acceptable? How does that drop in quality balance with the benefits to be obtained from increasing the employment or admission of minority group members? Such questions can be addressed by making a numerical estimate of the tradeoffs involved. The mathematical process for making such estimates can be used to test different policies for selecting employees or admitting students. The most beneficial policy can then be determined. This document describes the mathematical process and its application, and provides an example of the process in use. (PGD)

ED 202 146

EA 013 598

Bridges, Edwin M.

Job Satisfaction and Teacher Absenteeism.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—IFG-PR-79-A13

Pub Date—Dec 79

Grant—OB-NIE-G-78-0212

Note—29p.; Tables 1-3 may reproduce poorly due to broken print of original document.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Elementary School Teachers, *Job Satisfaction, *Teacher Attendance, Teacher Attitudes, Teacher Morale, Teaching Conditions, Work Environment

Identifiers—Job Descriptive Index

Extant research on the relationship between job satisfaction and employee absenteeism in the private sector clearly shows that job satisfaction is not a major factor in absenteeism. To determine whether a similar pattern prevails in educational organizations, a study was conducted of 509 elementary teachers working in 36 schools from over 20 California school districts. Although the results of the study are consistent with the previous research, there is evidence to suggest that job satisfaction and absenteeism are more apt to be related, however tenuously, when teachers spend much of their work time with other teachers than when they interact with other teachers during only a moderate amount of their work time, or less. (Author/PGD)

ED 202 147 EA 013 600

Paddock, Susan C.
Competency-Based Assessment and Training. Final Report.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development. Spons Agency—Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date—80
Grant—G007902778

Note—162p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Community Education, Consortia, Cooperative Programs, *Evaluation, *Evaluation Criteria, Instructional Materials, Intercollegiate Cooperation, Management Development, Resource Materials, Self Evaluation (Groups), *Supervisory Training, Training Methods

Identifiers—*Competency Based Assessment
During 1979-80, Arizona State University directed a training and curriculum development project that sought to develop a national consortium on community education composed of institutions of higher education, assess current training programs, and develop exemplary curriculum training modules. This report describes the project and its results. The first section discusses the development and activities of the consortium, including self-evaluations of consortium members and an external evaluation on the process of developing a collaborative training network. The second section treats competency-based assessment of training. Project staff developed a competency-based instrument, which is included in its entirety. The assessment was accompanied by an identification of training programs and materials, which led to the formulation of a catalogue of exemplary materials reported on in the third section. Appended are a quadrant assessment model for the assessment of competencies, training materials, contracts and letters of consortium members, publications, evaluation instruments, and competency data and profiles. (Author/WD)

ED 202 148 EA 013 601

Paddock, Susan C. Felix, B. Lane
Synthesis: A Report on Federally Funded Training to Local Education Agencies.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development. Spons Agency—Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—97p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administration, *Community Education, Educational Development, Federal Aid, Professional Development, Program Descriptions, *Program Evaluation, School Districts, Self Evaluation (Groups), Training Methods, *Training Objectives

Identifiers—Training Materials

From 1976 to 1980, 27 projects developed by institutions of higher education received federal funding to train local educational agency personnel in the planning and operation of community education programs. In addition, four projects were funded to train personnel at the state level and seven to develop training materials. This report examines and synthesizes information about all funded projects. Data were gathered from three sources: project proposals, final reports, and project directors' evaluations of project success. The report discusses the methods and procedures of the study; provides summaries of each project's goals, approaches to training, and results; analyzes the project directors' perceptions of the importance of 70 competencies and the degree to which they were delivered in the projects; compares a single-year project with a multiple-year project; and makes recommendations for improving training in community education. (WD)

ED 202 149 EA 013 602

Thompson, Stephen J. Comp.

Bibliography: Middle School Education Program, Special Emphasis Masters Degree, Departments of Elementary and Secondary Education.

Akron Univ., Ohio.

Pub Date—80

Note—52p.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, Discipline, Junior High Schools, Language Arts, Mathematics, *Middle Schools, *Resource Materials, School Organization, Sciences, Student Characteristics, Teacher Characteristics, Teacher Qualifications

Providing an extensive list of print resources on middle schools, this bibliography includes such topics as career education, curriculum, discipline, guidance, independent study, organization, student characteristics, and teacher qualifications and preparation. In addition, specific subject areas including language arts, science, and mathematics are covered. (WD)

ED 202 150 EA 013 603

Coleman, Donald G.

Leader Style Assessment.

Pub Date—3 Apr 81

Note—31p.; Paper presented to the Missouri Professors of Educational Administration. Some figures may reproduce poorly due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Rating, Administrator Attitudes, *Administrator Evaluation, Administrator Role, *Administrators, Elementary Secondary Education, *Leadership Styles, Measures (Individuals), Reliability, Teacher Administrator Relationship, Validity

Identifiers—*Organizational Climate Survey

The Administrative Grid and the Organizational Climate Survey (OCS) are evaluated in this report for their usefulness in assessing performance of practicing administrators. The Administrative Grid allows the plotting of scores measuring people and task orientation according to effectiveness (the accomplishment of recognized objectives of cooperative action) and efficiency (related to the satisfaction of the individual motives). The OCS was developed to include ten major constructs cited frequently as important leader variables or as contributing factors to effectiveness and efficiency. Two estimates of reliability and four studies of validity, described in the document, lead to the conclusion that the OCS obtains a reasonable level of reliability, although it should be verified using more recent data. The instrument provides a means for departments of education to measure the achievement of alumni serving as administrators as well as to identify candidates for inservice training. Yet to be accomplished is the establishment of predictive validity between leadership style, as measured by the OCS, and student achievement, as measured by independent instruments. Appended are a copy of the OCS, OCS constructs, and a list of studies on leadership styles that have used the OCS. (Author/WD)

ED 202 151 EA 013 604

Gideonse, Hendrik And Others

School Site Budgeting: Abstracting the Literature.

Pub Date—Feb 81

Note—23p.; A project for the Education Panel of the Cincinnati Association.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Advisory Committees, Annotated Bibliographies, Board Administrator Relationship, Board of Education Role, *Budgeting, Community Involvement, *Decentralization, Decision Making, Elementary Secondary Education, *Institutional Autonomy, Power Structure, Principals, *Resource Allocation, School Administration, School Responsibility

Identifiers—*District School Relationship, *School Site Budgeting

School site budgeting may be said to exist when the school board and central office administration provide principals, in consultation with staff and sometimes community representatives, with an opportunity to prepare a budget for the allocation of resources at the school level. The objectives of school based budgeting include achieving more efficient use of resources; providing schools and instructional programs with needed flexibility; encouraging examination of the relationships among program objectives, program outcomes, and costs; and giving greater decision making responsibility to those most familiar with students' problems—principals, teachers, and parents. The implications, strengths, and potential problems of

school site budgeting, as addressed in the literature, are summarized in this document. A briefly annotated bibliography of over forty relevant items concludes the report. (Author/PGD)

ED 202 152 EA 013 605

Schiefelbein, Ernesto Simmons, John

The Determinants of School Achievement: A Review of the Research for Developing Countries. International Development Research Centre, Ottawa (Ontario).

Report No.—IDRC-TS24e

Pub Date—81

Note—44p.

Available from—UNIPUB, 345 Park Ave. South, New York, NY 10010 (\$5.00).

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Educational Research, Institutional Characteristics, Multivariate Analysis, *Outcomes of Education, *Performance Factors, *Predictor Variables, Student Characteristics, Teacher Characteristics

A review of 26 multivariate or "production function" studies provides the basis for this discussion of the determinants of student cognitive achievement in developing countries. The paper describes the studies and reviews the results for each of the major determinants of academic achievement—schooling characteristics, teacher attributes, and student traits—and their subsets. The authors conclude that the variables identified as statistically significant determinants must still be viewed with uncertainty due to limitations of both the cross-sectional regression analysis and the data. The review identifies ten variables that should have priority for future experimental research. (Author/WD)

ED 202 153 EA 013 606

Juras, Phillip F.

Structural Re-Arrangement: Changing Organizational Variables, Implications for Public Schools.

Pub Date—17 Nov 80

Note—20p.; A concept paper prepared for the Organizational Studies Group, Massachusetts Institute of Technology.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Elementary Secondary Education, Faculty Development, *Individual Development, Job Enrichment, *Organizational Change, *Organizational Development, Public Schools, *School Organization, Teacher Motivation, Teacher Role

Public school administrators must develop new organizational structures to meet declines in expenditures, enrollments, student performance, and staff motivation. In doing so they must be sure to coordinate changes at the organizational level with changes at the individual level. Development of new structures should take into account the purposes of the changes, the work technology, the organization's stage of development, and the surrounding culture. Structural changes at the organizational level, which can improve public schools' performance by applying limited resources where they are most effective, should include greater school decentralization, more subunit integration, and increased flexibility in reward structures, authority roles, and teacher roles. One way to increase flexibility is through team building. At the individual level, structural change should involve enrichment of teachers' jobs. To motivate teachers toward responsibility and achievement, job enrichment must ensure job variety, teacher autonomy, frequent feedback, and teacher identification with educational tasks. More research is needed to illuminate the effects of public school organizational change on student performance and teacher motivation. Further, in seeking organizational and individual change, school leaders will have to be open-minded and aware of circumstances supporting or retarding change. (RW)

ED 202 154 EA 013 607

Domestic Research at Rand.

Rand Corp., Santa Monica, Calif.

Pub Date—Jan 81

Note—294p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, Computer Oriented Programs, Crime, Drug Abuse, Economic Development, Educational Finance, Educational Research, Electricity, Federal Programs, Fire Protection, Government School Relationship, Health Insurance, Health Personnel, Housing, Labor Market, Law Enforcement, Literature Reviews, Medical Care Evaluation, Medical Education, Older Adults, Population Growth, Postsecondary Education, Program Descriptions, Program Evaluation, Public Policy, Research Design, *Research Projects, School Administration, Social Action, *Social Problems, Social Science Research, Social Services, Urban Population, Urban Problems

Identifiers—Energy Consumption, Energy Development, Energy Policy, New York (New York), Regulatory Agencies

This third descriptive inventory of the Rand Corporation's domestic non-military research covers all projects since 1972, as well as its special 1969-1975 program for New York City. For each of over 300 research projects in nine program areas, brief summaries identify the project title and sponsor, beginning and ending dates, person-years of work performed, principal investigators, research problem and results, and selected project publications. The nine areas comprise the following: (1) criminal justice, focusing on street crime; (2) education and human resources, including educational finance, governance, evaluation, research, postsecondary education, and human services; (3) energy policy, production, and use; (4) health sciences, especially health insurance, education, manpower, and care quality; (5) housing problems, markets, and related government programs; (6) labor and population studies, touching on labor markets, economic development, and population growth; (7) regulatory policies and institutions and their effects and processes; (8) urban policy, including the effects of federal, state, and local policies; and (9) a general category covering water management, communications, climate, air pollution, computers, and science and technology. The New York City program examined welfare, health, housing, fire protection, law enforcement, criminal justice, and water resources. An appendix lists all U.S. and foreign libraries maintaining collections of unclassified Rand publications. (Author/RW)

ED 202 155

EA 013 608

Smith, Carol Marie
Attitude Congruency and Superintendent Service:

A Modest Relationship.

Pub Date—Apr 81

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Community Attitudes, Educational Attainment, Educational Research, Elementary Secondary Education, Multiple Regression Analysis, *Occupational Mobility, Political Attitudes, *Social Attitudes, Statistical Analysis, *Superintendents, Tenure

An apparent increase in the turnover of superintendents in recent years raises questions as to the possible causes of this situation and as to the characteristics that enhance compatibility between districts and superintendents, encouraging lengthy tenure. A study of 153 public school districts with enrollment between 3,000 and 5,000 attempted to evaluate the effects of superintendents' political and social attitudes on their relationships with their communities. Data were obtained by questionnaire; superintendents were asked to indicate their own feelings, while principals in the same district were asked to assess the attitudes of the local community on the same issues. The results showed that superintendents whose attitudes were congruent with those of their communities were more likely to remain in their positions. When they do move, superintendents tend to seek positions in more urban districts. It is suggested that the amount of education received by superintendents encourages a liberal outlook incompatible with the conservative attitudes of rural communities where superintendents find their first positions. As superintendents move to higher paying jobs in communities with more compatible values, job pressures increase and counteract benefits of attitudinal congruence. Older superintend-

ents display greater conservatism and tend to remain in their positions longer. (PGD)

ED 202 156

EA 013 609

Romberg, Thomas A. Price, Gary G.

Assimilation of Innovations into the Culture of

Schools: Impediments to Radical Change.

Pub Date—Jan 81

Note—31p.; Paper prepared for the NIE Conference on Issues Related to the Implementation of Computer Terminology in Schools (Washington, DC, February 19-20, 1981). Some paragraphs may reproduce poorly due to broken print of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Computer Oriented Programs, *Computer Science Education, *Educational Innovation, Elementary Secondary Education, *Social Environment, Sociocultural Patterns

Identifiers—Computer Literacy

Successful introduction of school computer literacy programs, necessary in today's worldwide computer revolution, must take into account the nature both of this innovation and of school culture. Computer literacy will be a radical rather than ameliorative innovation and will challenge school culture. Hence an innovator must ensure that educators, parents, and community groups understand the program's effects on the three institutional dimensions of school culture—teacher and student work, knowledge distribution, and teacher professionalism and expertise. Social science models of planned educational change have proven inadequate for implementing innovations, but they have identified factors an innovator should consider, such as activity coordination, school social structure, and users' needs. Innovation implementation must involve actual change, not merely nominal change. Actual school change, however, should be "constructive," where both new routines and the principles behind them are adopted, rather than "mechanical" or "illusory," where only labels and routines are incorporated. Based on these concepts, an innovator should (1) use proven methods of introducing new school programs; (2) identify the school cultural traditions challenged by the innovation; and (3) base monitoring techniques on a causal model that specifies what should be observed. (RW)

ED 202 157

EA 013 610

Lingappa, Shiva

Directions of Educational Development in the

Developing Countries: Outlook for the Year

2000. Reflection on the Future Development of

Education. S-74.

United Nations Educational Science, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-80/WS/86

Pub Date—Oct 79

Note—54p.; Some paragraphs may reproduce poorly due to broken print of original document.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Cultural Influences, Developing Nations, Economic Development, *Educational Development, *Educational Objectives, *Educational Planning, Educational Trends, Education Work Relationship, Financial Support, Foreign Countries, *Futures (of Society), Resource Allocation, Social Change, Social Influences

Identifiers—India, Sierra Leone

In reviewing some of the most recent published and unpublished national documents available, this paper provides information on educational development and planning in selected developing countries in Africa, Asia, and the Caribbean. The major concern in most of the countries considered is to develop an educational system capable of meeting the needs of national economic, social, and cultural development. Primary objectives of educational development in the plans reviewed include democratization of education, promotion of national or cultural identity and socioeconomic modernization, and establishment of close links between education and employment and between education and socioeconomic development. The paper discusses in some detail the mobilization, allocation, and utilization of resources covered in the documents from Sierra Leone and India. The final sec-

tion examines the interplay in time of political, economic, social, cultural, and technological factors that determine the pace and pattern of educational development in order to suggest possible trends for the future. (Author/WD)

ED 202 158

EA 013 611

National Strategies for Curriculum Development.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Report No.—BKA/80/OP/973-1200

Pub Date—80

Note—152p.; Papers presented at a Regional Seminar of the Asian Programme of Educational Innovation for Development (Canberra and Sydney, Australia, September 10-22, 1979).

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Problems, Demography, Developing Nations, Educational Development, Educational Objectives, Elementary Secondary Education, Foreign Countries, International Organizations, *National Programs

Identifiers—Asia, Asian Programme of Educ Innovation for Development

Officials responsible for designing and introducing curriculum innovation in countries participating in the Asian Programme of Education Innovation for Development (APEID) met in Australia in September 1979 to exchange experiences and explore problems and issues of common interest. Conference participants, representing educational ministries or departments in Afghanistan, Australia, India, Indonesia, Japan, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Singapore, Sri Lanka, and Thailand, presented two papers apiece to the meeting. The first of these papers was an institutional profile outlining the structure and working methods of the national agencies responsible for curriculum development, and the second was a position paper describing the national position on issues being addressed by these agencies. These papers are presented in edited, condensed versions in this document. A profile of APEID is also included. (PGD)

ED 202 159

EA 013 613

Warman, Michele

A Three Level Analysis of the Condition of Educational R&D in the United States: Nation, State,

Region.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Note—87p.; Some maps and tables may reproduce poorly due to marginal legibility of original document.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, Demography, Educational Development, Educational Research, Financial Support, Geographic Distribution, *National Programs, Needs Assessment, *Program Evaluation, Regional Programs, *Research and Development Centers, Statistical Data, Tables (Data), Tax Effort

Some of the information needed by policy makers faced with deciding whether and where to develop new educational research and development centers is analyzed in this document. The purpose is to provide an assessment of the current relationships among such factors as funding levels, numbers and sizes of centers, sizes of student populations, state taxing efforts, needs for educational development as expressed in results of student achievement tests, population characteristics, and types of research undertaken at centers. While an effort is made to provide information useful in the comparison of costs and benefits, no attempt is made at evaluating the usefulness or effectiveness of the specific research conducted or of the centers themselves. The material is organized to allow analysis of the status of research and development throughout the United States as a whole, within individual states, and across regions, permitting evaluation of the distribution, funding, and research focus of centers in relation to the different geographical areas they can or do serve. The paper also discusses assessment of the

need for research and development centers, and examines the notion of equity as it relates to the funding of centers. (PGD)

ED 202 160 EA 013 614
O'Reilly, Robert C.
Some Expectations for New School Board Members.

Pub Date—14 Apr 81

Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, *Boards of Education, Elementary Secondary Education, Individual Development, Organizational Effectiveness, Responsibility, Self Evaluation (Individuals), Trustees

Members of local boards of education should expect to spend around twenty hours a month on normal board activities, including about nine hours in meetings, four hours preparing for meetings, four hours in reflective thinking, and three hours dealing directly with schools and school patrons. Among topics that must be addressed carefully and regularly at meetings are the board's basic commitments or goals, its operations, its relations with the superintendent, the state of the facilities, relations with the faculty and staff, fiscal matters, the instructional program, noninstructional services, relations with the community, and student affairs. Finally, board members must assess their own performances and their interrelationships with other board members objectively in order to develop their own abilities and improve board effectiveness. This document presents these aspects of board members' activities and obligations in chart form. (PGD)

ED 202 161 EA 013 616
Munger, Frank J. Morrison, James L.
Design of a Data Base of Educational Indicators for Use in Policy Analysis. Final Report.

Spons Agency—Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Pub Date—Nov 80

Note—153p.

Pub Type—Reports - Evaluative (142) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, *Data Bases, *Data Collection, Educational Policy, Educational Research, Futures (of Society), *Information Centers, Information Dissemination, Information Needs, Models, Policy Formation, Program Costs, *School Statistics, Social Indicators

Identifiers—*Educational Indicators

Educational indicators are a subset of social indicators. They are consistently measurable, conceptually based, policy relevant, and related to the educational process. They can be used to compare educational units, monitor change, test goals, and predict the effects of policy changes. Use of educational indicators requires identification of the points at which external changes or decisions by policy makers will or can affect the situation under consideration and the degree to which the situation will be affected. Much of the data needed for developing educational indicators already exists, and should be gathered into accessible archives along with new data applicable at state, district, and individual-student levels. Making effective use of the indicators requires cooperation between educational researchers and policy makers. Several alternatives for structuring this cooperation are available, and should be combined in different ways for different situations. A permanent staff at the archives can assemble the relevant data, cast it into usable form, and disseminate it through the most effective channels. The cost of maintaining archives to serve a region of several states is estimated at \$235,000 in 1980 dollars. Appendixes list data sources and include a lengthy annotated bibliography on social indicators, future studies, and policy analysis. (PGD)

ED 202 162 EA 013 618
Seminar on the Financing of Education in Latin America (Mexico City, Mexico, November 27-December 1, 1978).

Inter-American Development Bank, Washington, D.C.; Mexico.

Pub Date—[79]

Note—391p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Developing Nations, Dropout Prevention, Economic Development, Educational Demand, *Educational Development, Educational Economics, *Educational Finance, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Grade Repetition, Postsecondary Education, Private Financial Support, Rural Development, School Support, Socioeconomic Influences, Vocational Education

Identifiers—Caribbean, *Latin America

Twelve papers from the Inter-American Development Bank's second seminar on educational finance in Latin America and the Caribbean analyze and present statistical data in two broad areas. First, they examine the relationships among Latin America's expanding educational programs, their costs and financing, and each country's socioeconomic development. Second, they suggest new educational policies, especially pertaining to the need to help lower-income groups by shifting emphasis from secondary and postsecondary levels to the primary level. Related to this shift would be new emphases on vocational and technical education, improvement of primary education quality, reduction of dropout and repetition rates, and education of rural and low-income urban populations. Among the topics discussed in the papers are the utility of economic theory for analyzing educational finance; the present state of education in Latin America; the relationship between educational finance and socioeconomic development, both in rural areas and nationally; public and private spending on education; future educational demand and expenditures; and the financial implications of policy changes in primary, vocational, and higher education. Ten of the papers include appendices of relevant educational statistics. (Author/RW)

ED 202 163 EA 013 619
Thornell, Allen L.

The Influence of the Community Power Structure on School Board Decision-Making. Research Report.

East Texas School Study Council, Commerce.

Pub Date—81

Note—29p.; Some pages may reproduce poorly due to small print of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Board of Education Policy, Boards of Education, Community Control, *Community Influence, Decision Making, Elementary Secondary Education, Organizational Communication, *Power Structure, Public Relations, School Community Relationship, *School Districts, State Surveys, *Superintendents

Identifiers—Texas

A questionnaire survey of 180 Texas school district superintendents sought to determine both their perceptions of how community power structures influenced school board decisions and their techniques for communicating with their local power structure. The study analyzed four power structure types—monopolistic, multigroup noncompetitive, competitive elite, and democratic pluralistic—in relation to school district size, 13 educational decision-making areas, and 13 communication techniques between superintendents and power structures. Among the study's findings were that (1) monopolistic power structures occurred more often in small school districts; (2) power structure types were not strongly associated with particular decision-making areas; (3) power structures of all types had more influence on "external" educational decisions, such as school board membership, than on "internal" ones, such as textbook selection; (4) superintendents preferred to communicate with community power structures through school-connected channels rather than third parties; and (5) all superintendents felt their power structure communication techniques were inadequate, although superintendents in larger districts perceived more communication success than those in small districts. The author

concludes that superintendents need to know their community power structure's type and areas of influence, and need to develop better communication techniques with their local power structures. (RW)

ED 202 164 EA 013 620
Wendling, Wayne

Administrative Agencies: Issues and Problems in Public Education Collective Bargaining. Working Paper in Education Finance No. 31.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Contract—400-79-0044

Note—43p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administration, Boards of Education, Case Studies, Collective Bargaining, Elementary Secondary Education, Labor Relations, *Organizational Effectiveness, *Organizational Theories, *Public Agencies, School Districts, School Personnel, Success

Identifiers—Federal Trade Commission, Food and Drug Administration, *Organizational Behavior, *Organization Set Model, Public Employment Relations Board

A review of the major studies of administrative behavior introduces this consideration of what features of administrative agencies, either in structure or patterns of organization, have been associated with their successful operation. The theories of interorganizational relations reviewed include the political economy approach, the organization set model, the exchange theory, the power dependency approach, and an integrated model employing both the exchange and power dependency theories. Two theories, the political economy approach and the organization set model, are helpful in examining case studies of the behavior of several administrative agencies, including the Federal Trade Commission, the Food and Drug Administration, and two Public Relations Employment Boards (PERBs), and in predicting the response of the network of organizations to certain changes. PERBs are examined in light of five hypotheses about interorganizational relationships proposed by William Evan. The paper concludes that the organization set approach seems to be the most appropriate construct for analyzing relationships among school district employees, school districts, and the administrative agency. Suggestions are offered for establishing the autonomy of PERBs while maintaining accountability, for controlling the size of PERBs, and for appointing commissioners and other personnel. (Author/WD)

ED 202 165 EA 013 622
Rosenblum, Sheila Jastrzab, JoAnn J.

Case Studies of Four Teacher Corps Projects. An Appendix to The Role of the Principal in Change: The Teacher Corps Example.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Report No.—AAI-80-100-C

Pub Date—Sep 80

Contract—300-79-0593

Note—85p.; For a related document, see EA 013 550.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrator Role, Advisory Committees, Case Studies, Community Involvement, Curriculum Development, Educational Environment, Elementary Secondary Education, *Inservice Teacher Education, Interprofessional Relationship, *Leadership Styles, *Management Development, *Principals, Teacher Administrator Relationship

Identifiers—*Teacher Corps

The ways in which principals have influenced or been influenced by four Teacher Corps projects are described and explained in case studies based on field interviews, observations, and a review of the documents produced in the course of the projects. The studies also provide the background both for an analysis of factors affecting the role of the principal and for the compilation of a user's manual for administrators and project staff. The studies were conducted in the second year of a five-year project

lifespan. They report the observations of two-person teams who observed their assigned schools for a total of five days during two site visits. Within all four projects, the teams observed changes taking place in the organization, substantive direction, and distribution of authority. (Author/WD)

ED 202 166 EA 013 623
Achilles, C. M.

Quo Vadis? (Quo Vadisti Vadesque?) Some Approaches to the Use of the Humanities in Leadership Preparation Programs.

Pub Date—Apr 81

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Appendices may reproduce poorly due to small print of original document.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, Administrator Role, Developmental Programs, Humanism, *Humanities, Human Relations, Individual Development, *Management Development, Postsecondary Education, Values

The importance that a study of the humanities plays in preparing educational administrators has been recognized by many, but remains an elusive concept. There are several reasons for including the humanities in administrator preparation programs: they provide time-tested examples of appropriate relationships, they deal with enduring concerns and issues related to the human condition, and they evoke a deep respect for responsible action. The humanities can be incorporated into leadership preparation programs through a humanities seminar (an intensive four-week experience), a one- or two-week seminar that attempts to show similarities in human experience among diverse cultures, a two- or three-day workshop focusing on a specific topic, or through unlimited forms of inservice training. Study of the humanities can be used as a general liberalizing influence, a vehicle for values development, or an impetus for creativity. The humanities are opposed by those who desire an ordered taxonomy that stresses accountability, behavior modification, and behavioral objectives. A proper approach to teaching the humanities requires an interdisciplinary blend of generalists and specialists. Related articles on using the humanities in leadership training, an evaluation of a humanities seminar, and examples of structure and content for a seminar are appended. (Author/WD)

ED 202 167 EA 013 625
Sepielli, Peter J. Sanford, Denise I.

School Enrollment-Social and Economic Characteristics of Students: October 1979. Current Population Reports: Population Characteristics Series P-20, No. 360.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Apr 81

Note—83p.; For a related document, see ED 141 946. Small print may be marginally legible.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$4.00).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age, Early Childhood Education, Educational Attainment, Elementary Secondary Education, Employment Patterns, *Enrollment, Enrollment Influences, Enrollment Trends, Ethnic Groups, Family Income, Labor Force, Labor Force Nonparticipants, Marital Status, Metropolitan Areas, National Surveys, Place of Residence, Postsecondary Education, Race, Rural Areas, Rural Urban Differences, *School Statistics, Sex, Tables (Data)

Thirty-six tables provide detailed information about educational and socioeconomic characteristics of students nationwide. The data show, among other things, that overall enrollment is down from 1970, especially at the kindergarten and elementary school level. College attendance is up, though, as more women and people over 25 enroll. This is especially true for two-year colleges, where enrollment growth since 1974 has resulted entirely from increased enrollment of women. The probability of college enrollment remains dependent on family income: high school graduates aged 18 to 24 from high-income families are much more likely to attend college than those from low-income families. The socioeconomic characteristics covered include age,

sex, race or ethnic group, residence in metropolitan or nonmetropolitan areas, marital status, family income, and membership in the labor force. The educational characteristics considered comprise enrollment at all educational levels (from preschool through higher education), educational attainment, public or private control of the institution, full- or part-time enrollment, and two-year and four-year college attendance. Appendices extend the data back in time, as far as 1947 for some characteristics, and project college enrollment forward to 1990. (Author/RW)

ED 202 168 EA 013 627

Oversight Hearing on Congressional Disapproval of Education Regulations. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, Second Session (Sept. 18, 1980).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—81

Note—174p.; Not available in paper copy due to small print of original document.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Constitutional Law, Court Litigation, Federal Government, *Federal Regulation, Federal State Relationship, *Governmental Structure

Identifiers—Congress, *Department of Education, Education Appeal Board, Elementary Secondary Education Act Title IV, *General Education Provisions Act 1974

This document presents the transcript of the September 18, 1980, oversight hearing of the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor regarding section 431 of the General Education Provisions Act, which gives Congress the authority to disapprove U.S. Department of Education regulations if they are found inconsistent with the authorizing statute. Earlier in 1980, Congress disapproved regulations on the arts in education, law-related education, the Education Appeal Board, and Title IV of the Elementary and Secondary Education Act governing grants for school equipment. In six verbal presentations, ten printed statements, and numerous exchanges, witnesses and Committee members discussed the constitutionality of section 431 and the particulars of the four programs in question. Among the witnesses were U.S. Secretary of Education Shirley M. Hufstader and Assistant Attorney General John M. Harmon, who argued against section 431's constitutionality, and Georgia Representative Elliott H. Levitas, two officials of the Kentucky State Department of Education, and two lawyers for Congress, who argued for the section's constitutionality. (RW)

ED 202 169 EA 013 628

The Condition of Public Elementary and Secondary Education in Connecticut. Fiscal Year 1979-80. Volume 1—The Annual Report of Programs and Evaluations of Connecticut State Board of Education.

Connecticut State Board of Education, Hartford; Connecticut State Dept. of Education, Hartford.

Pub Date—Feb 81

Note—216p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, Annual Reports, Community Education, Educational Administration, Educational Assessment, Educational Objectives, *Educational Policy, Elementary Secondary Education, Instructional Development, Program Evaluation, Staff Development, State Aid, *State Departments of Education, *State Programs, Vocational Education, Vocational Rehabilitation

Identifiers—*Connecticut State Department of Education

Program activities of the Connecticut State Board and State Department of Education for fiscal year 1979-80 are summarized in this report, with additional program data for the two preceding fiscal years. Introductory sections highlight the state's comprehensive educational goals and planning, its efforts to equalize statewide school expenditures, and its restructuring of the state department of education. The next section describes the activities of

the Office of the Commissioner of Education affecting affirmative action, state board relations, legislative and public relations, and policy and planning. Then, for the 41 units or programs in 13 bureaus grouped under five divisions, the report discusses the need for each program; its goals, objectives, and activities; performance indicators related to its objectives; a summary evaluation of its impact; and a financial report of its personnel and grant expenditures. The five divisions comprise administrative services, instructional services, internal department management, vocational education, and vocational rehabilitation. Among the programs and bureaus discussed are grants processing, school certification, legal services, adult and community education, curriculum development, inservice staff development, vocational education planning and development, rehabilitation services, and disability determination. (RW)

ED 202 170 EA 013 629
Connecticut Public School Enrollment Projections, 1980.

Connecticut State Board of Education, Hartford; Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date—Oct 80

Note—30p.; Figures may be marginally legible.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, *Enrollment Trends, History, Migration, Population Trends, Public Schools, Trend Analysis

Identifiers—Cohort Survival Procedures, Connecticut

Enrollment projections for the state of Connecticut are carried out to the year 2000 in this document. Separate figures are provided for the elementary and secondary levels because their trends will be different in the 1980s. Vocational-technical school enrollment is incorporated into the secondary enrollment figures. The data should be useful to districts in planning for staffing, facilities, programs, and budgets. The report furnishes an historical background on enrollment trends in the state and discusses the factors affecting enrollment, including the birth rate, infant and child mortality, migration of school-age children, private school enrollment, and secondary school attrition. The enrollment projections were based on the cohort survival method, which assumes that recent enrollment history offers sufficient information to predict future enrollment. Enrollments between October 1974 and 1979 served as the data base. The report also evaluates prior projections. Appended are enrollment figures from 1960 through 1980, actual and projected births for Connecticut residents from 1960 to 1995, and statistics on women of child-bearing age and fertility rates for 1970-1995 and 1970-1985, respectively. (Author/WD)

ED 202 171 EA 013 630

Recipes for Elementary Schooling. Final Report.

CPI Associates, Inc., Washington, D.C.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0027

Note—340p.; Some figures may reproduce poorly due to light print of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Administrator Role, Class Organization, *Classroom Techniques, *Educational Administration, Educational Attitudes, Elementary Education, Principals, School Districts, School Organization, School Schedules, Student Placement, *Teaching Methods

Identifiers—Texas

A study of four elementary schools in one large Texas school district found that cultural norms and traditions of educational administration set boundaries within which teachers chose from a limited set of "recipes" for teaching and other activities. The two-year study, using data from interviews, documents, and daily observations of teachers and principals, examined the effects of internal school coordination on classroom organization and the usefulness of analyzing schools as loosely-coupled systems. The factors investigated included the school district's resources, federal and parental involvement, principals' activities and their supervision of classroom teaching, the grouping of students among and within schools, the annual and daily

rhythms of school activities, and teachers' classroom management and instructional performance. Among the study's conclusions were (1) that the similarity of the schools' purposes and values, state funding, textbooks, other resources, and classroom features and situations meant that teachers came to share common formal and informal "recipes" for teaching activities and classroom control; (2) that principals provided the stability and flexibility needed for teachers to use these recipes; and (3) that analyzing schools as loosely-coupled systems, while not irrelevant, was not as useful as had been anticipated. (RW)

ED 202 172 EA 013 631

Collins, Paul V. And Others

Education Through Community Involvement: Neighborhoods, Human Resources, Politics. Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Aug 80

Contract—300-79-0312

Note—27p.

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Coordination, *Community Education, Community Involvement, Community Resources, *Community Services, Human Resources, Human Services, Neighborhoods, Political Influences, Political Power, Power Structure

Identifiers—*Teacher Corps

Growing out of a meeting to explore alternative directions for community-based education in the Teacher Corps Program, the three papers in this document provide insight into how neighborhood involvement, the coordination and collaborative delivery of human services, and the utilization of political processes can be used to strengthen a community's participation in its educational system. A study of neighborhoods is important to an understanding of how they behave and how they can be changed to solve human problems and to facilitate interaction between school personnel and community members. The Teacher Corps community council can play a central role in coordinating human service delivery and in building a political base to implement desired programs. The council can also encourage the development of community support systems as an important adjunct to the formal human service network. To be most effective, each Teacher Corps project should analyze the political structure of the community it serves and determine how this information can be beneficially used. Such analysis should encompass both formal and informal structures. A brief annotated bibliography is included. (Author/WD)

ED 202 173 EA 013 632

Mesa, Pete

Rationale for Community Volunteers in Schools. Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Aug 80

Contract—300-79-0312

Note—21p.; Prepared in collaboration with the Texas Teacher Corps Network.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Benefits, *Educational Benefits, Elementary Secondary Education, Para-professional School Personnel, *Recruitment, Resource Materials, *Volunteers, Volunteer Training

Identifiers—*Teacher Corps

In seeking to provide Teacher Corps personnel with resource materials that can be utilized in establishing school volunteer programs, this booklet offers a brief history of volunteerism in American schools, reasons for establishing volunteer programs, and information about where and how to recruit volunteers. Volunteerism was an early tradition in the American educational system, but has declined as schools have become more institutionalized and subject to the control of professional educators. As retrenchment becomes a byword in school finance, volunteers can help to compensate for inequality of educational opportunities resulting

from inadequate resources and to provide services to children with unique and special needs. Successful recruitment of volunteers depends on the clear communication of the positive impact such a program can have on student learning. Recruitment strategies must consider changing social conditions, such as the growing number of working mothers. If a volunteer program is presented as an opportunity to gain skills and experience, or to obtain or upgrade a job, participation will be more widespread. (Author/WD)

ED 202 174 EA 013 633

DeTure, Linda R. And Others

Learning Guides for Community Based Education and Community Council Functioning in Teacher Corps Projects.

Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Aug 80

Contract—300-79-0312

Note—125p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advisory Committees, *Community Influence, *Community Involvement, Decision Making, Elementary Secondary Education, Organizational Objectives, School Community Relationship, School Policy, Study Guides

Identifiers—*Community Based Education, *Teacher Corps

To assist project members in understanding the concepts and philosophy of community-based education in Teacher Corps programs, this document presents eight learning guides. The first two guides relate community-based education to regulations and to emerging community-based policy in the Teacher Corps program. They offer background material for the four guides that follow and provide information on and insight into the legislative intent for community involvement in Teacher Corps. The following guides utilize four case studies of community-based education projects undertaken by the Teacher Corps to explore organizational concepts. Each includes guided activities, a list of behavioral objectives, and a self-test on organizational concepts. The case studies are briefly summarized, but not included. The final two guides treat issues of community council governance, role, and function. The Teacher Corps regulations, a policy paper on community-based education, and information on the functions of the community council are appended. (Author/WD)

ED 202 175 EA 013 634

Butler, Willie M. J. Parker, Donald W.

Community Councils: 5 Steps to Success.

Howard Univ., Washington, D.C. Eastern Teacher Corps Recruitment and Community Technical Resource Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—[80]

Contract—300-79-0312

Note—61p.

Pub Type—Non-Print Media (100) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Advisory Committees, *Community Involvement, *Community Organizations, Elementary Secondary Education, Government School Relationship, Leadership, Organizational Objectives

Identifiers—*Teacher Corps

Combining cartoons with brief narratives, this handbook identifies the five steps for developing the community councils mandated for each Teacher Corps project. The five steps are (1) establishing the community council as an organization, (2) identifying short- and long-term goals, (3) expanding community involvement, (4) training council members and the Teacher Corps volunteer, and (5) practicing shared governance. Included in the discussion of these steps are Teacher Corps structures and requirements, leadership needs and styles, information needs, council functions, community and Teacher Corps objectives, and ways of building community support. (RW)

ED 202 176 EA 013 635

Wendling, Wayne Cohen, Judith

The Relationship of Education Resources to Student Achievement Levels in New York State.

Working Paper in Education Finance No. 27.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—Ford Foundation, New York, N.Y.; New York State Education Dept., Albany.

Pub Date—Apr 80

Note—61p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Educational Resources, Elementary Education, Expenditure Per Student, Family Characteristics, Grade 3, Outcomes of Education, Performance Factors, Public Schools, School Districts, School Support, School Surveys, State Surveys, Teaching Experience

Identifiers—New York

Increased educational resources at home and at school will improve student achievement, according to this study of third graders' reading and math scores in 384 New York State public schools. The factors tested included the school environment (teachers' years of experience and amount of graduate training, school size, the student-teacher ratio, the percentage of minority students, and expenditures per student) and the home environment (indicated by the school-district population's median years of schooling and percentage living below the poverty line). Schools studied were in New York City, upstate cities, and suburban and rural areas. Achievement test scores showed positive statistical associations with the schools' level of teacher experience and expenditure per student, and a negative association with schools' percentage of minority students. Achievement scores showed stronger associations with home influences—a positive one with the population's years of schooling and a negative one with percentage below poverty. Rural schools had higher achievement scores than expected. The study concludes that additional financing for schools with low expenditures per student will raise achievement levels. Further research is needed to identify home conditions most easily influenced by schools and the factors responsible for rural schools' superior performance. (RW)

ED 202 177 EA 013 636

Wendling, Wayne

Equity Implications of Methods of Funding State Teachers' Retirement Systems. Working Paper in Education Finance No. 30.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Contract—400-76-0039

Note—41p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compensation (Remuneration), Elementary Secondary Education, Justice, *Retirement Benefits, *School District Spending, Teacher Employment Benefits, *Teacher Retirement, Teacher Salaries

Identifiers—New York, *Pension Plans

Current methods of funding teachers' retirement systems, which base pensions on final salaries, are inequitable because they are not related to school districts' ability to pay and because they require some teachers to subsidize others. A five-state survey shows it is common for pensions to be funded by school districts and teachers, sometimes with help from the state. Data from one of the states, New York, show, first, that districts have no control over many factors affecting their salary levels, including their labor market area, percentage of special students, and size. Second, they indicate that variation among districts in their rates of salary change over time is a more important source of inequity than differences in salary schedules. Two conclusions can be drawn: (1) that pension funding based on districts' salary costs is unfair for districts with low property wealth, because districts cannot control these costs; and (2) that teachers from districts with low rates of salary change are subsidizing teachers from districts with high rates of change. One recommendation for reducing these inequities is to tie retirees' pension payments to years of experience and age and not to final salary levels. (RW)

ED 202 178

McGuire, C. Kent

Choice in Elementary and Secondary Education.

Working Paper in Education Finance No. 34.

Education Commission of the States, Denver, Colo.
Education Finance Center.

Pub Date—Feb 81

Note—43p.

Pub Type—Opinion Papers (120) — Information
Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Educational
Administration, Educational Finance, Educa-
tional Vouchers, Elementary Secondary Educa-
tion, Magnet Schools, *Nontraditional
Education, *Parent School Relationship, School
Community Relationship, School Desegregation,
State Church Separation, Tax Credits

Efforts to expand parents' choice of schools, curricula, and teachers in elementary and secondary education have led to new educational and financial programs, but have also raised important legal issues. Programs to expand educational choice and administrative flexibility in public schools included alternative, mini, and magnet schools, parent advisory councils, school-based management, and decentralization. Their goals have been to achieve a more comprehensive education, better student performance, school desegregation, or improved school-community relations. Success of the educational changes has been greatest where they are integrated into the district's standard programs. The new financial arrangements, including vouchers and tuition tax credits, have extended choice to nonpublic as well as public schools, with the goals of expanding parent control of schools, school accountability, and public financing of nonpublic schools. Critics of these financial arrangements have charged that they perpetuate fiscal, racial, and social inequities and do not benefit those students with the greatest needs. Both the educational and financial programs to expand choice have raised legal issues revolving around their ineffectiveness in remedying racial segregation; violation of the separation of church and state; discrimination against handicapped, bilingual, or female students; and violation of due process regarding access to school programs. (Author/RW)

ED 202 179

Lines, Patricia M.

Religious and Moral Values in Public Schools: A
Constitutional Analysis.Education Commission of the States, Denver, Colo.
Law and Education Center.Spons Agency—Carnegie Corp. of New York,
N.Y.; Spencer Foundation, Chicago, Ill.

Report No.—LEC-1

Pub Date—Jan 81

Note—74p.

Available from—Law and Education Center, Educa-
tion Commission of the States, Suite 300, 1860
Lincoln St., Denver, CO 80295 (\$2.00).Pub Type—Legal/Legislative/Regulatory Materi-
als (090) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Compliance (Legal),
Court Litigation, Creationism, *Educational
Policy, Elementary Secondary Education, Ethical
Instruction, Freedom of Speech, *Legal Problems,
*Legal Responsibility, *Moral Values, *Policy
Formation, Public Schools, Religious Conflict,
State Church Separation

Identifiers—Religious Freedom

Focusing on what policymakers cannot do, rather than on what they should do, this booklet explores the constitutional parameters of the teaching of moral values. Section 1 provides a description of the general rules for legal analysis followed by the courts when dealing with freedom of speech or religion. In the following two sections, these rules are applied to decisions to exclude or include value-laden concepts in school programs. The booklet concludes with a discussion of ways in which the public school system can accommodate a diversity of viewpoints about morality and religion and, in particular, ways to accommodate those who disagree with the official choices made for the public education program. A review of constitutional "Do's and Don'ts" for educational policymakers seeking to establish a value system as part of the public school program is appended. (Author/WD)

EA 013 637

ED 202 180

Lynch, Patrick D.

Student Rights in the U.S. and Civil Law Nations.

Pub Date—Apr 81

Note—29p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (Los Angeles, CA, April 13-17, 1981).Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120) — Legal/Legislative/
Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Civil Liberties, *Civil Rights, Com-
parative Analysis, *Constitutional Law, *Court
Litigation, Due Process, Elementary Secondary
Education, Family Structure, Foreign Countries,
*Student RightsIdentifiers—Brazil, *Civil Law, *Common Law, Legal
Status, United States, Venezuela

A discussion of the two legal traditions illuminates this comparison of student rights in common and civil law nations. The United States is among a minority of nations that use common law, a complex system cluttered with processes difficult to explain and loaded with protections for defendants in both criminal and civil cases. In American common law, children have only gradually been granted certain civil rights belonging to adults. As the states have matured politically, they have become both more protective and more restrictive of children's rights. The courts in the American system can only define student rights case by case. In civil law nations, courts do not define rights, which are stated in the constitution and the code of laws. In these documents, the meaning and intent of the law are supposed to be obvious. Civil law nations acknowledge the family as the locus of individual rights, while in American common law individuals are increasingly recognized as having rights separate from the family. Eventually, American courts and legislative bodies will have to decide to what extent it is possible to weaken the family structure and preserve other social institutions. (Author/WD)

ED 202 181

Jones, Roger E., Ed. And Others

Public Education and the Reagan Administration.

National Federation of Urban-Suburban School
Districts, Charlottesville, Va.

Pub Date—81

Note—16p.

Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, *Educational Policy,
Educational Vouchers, Elementary Secondary
Education, *Federal Aid, *Federal Regulation,
*Federal State Relationship, Retrenchment,
School District Autonomy, States Powers, Tax
Credits, Tuition, Vocational EducationIdentifiers—Block Grants, *Conservatism, Depart-
ment of Education, Education for All Handi-
capped Children Act, *Reagan Administration

To inform educators of the changes in federal educational policy taking place under the Reagan administration, this paper includes comments on education made by participants in a legislative conference held in Washington, D.C. during February 1981. An introductory chapter by the editors summarizes the policy changes that can be expected to take place, as expressed at the conference and in the Heritage Foundation report titled "Mandate for Leadership: Policy Management in a Conservative Administration." The topics covered include budget cuts, deregulation, block grants, civil rights, local and state autonomy, tuition tax credits, vocational education, education for the handicapped, and the status of the Department of Education. (Author/WD)

EA 013 655

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, *Disabili-
ties, Elementary Secondary Education, *Main-
streaming, *Parent Role, Resource Room
Programs, Special Classes, *Student Placement,
Teacher Education, Vocational Education, Work-
shops

The proceedings of a workshop for parents and educators of handicapped children focuses on least restrictive environment. Three papers introduce the workshop: "Special Education: The Development of Services" (M. Reynolds); "Least Restrictive Environment: Decision Making" (H. Sobehart); and "Communication and Conferencing Skills for Parents" (J. Lanz). Four panel workshops examine placement options: a regular class with supportive services, a part time special class in a regular school, a full time special class in a regular school, and a special class in a special school. J. Birch and M. Reynolds present the keynote address: "Seven Big Ideas About Mainstreaming in U.S. Public Schools." Three workshops consider implementation: "Changes in Teacher Education: A Positive Response to P.L. 94-142" (C. Hunter); "Problems: Communicating Concerns" (D. Ewonce, et al.); and "Vocational Opportunities in the Least Restrictive Environment" (A. Adduci, et al.). An open panel of state and local administrators concludes the proceedings. (CL)

ED 202 183

Tonelson, Stephen W.

A Validation of the Ski Hi Language Development
Scale.Virginia Univ., Charlottesville. Comprehensive Epi-
lepsy Program.

Pub Date—[78]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Expressive Language, *Hearing Im-
pairments, *Language Acquisition, Preschool
Education, Receptive Language, *Test Reliability,
*Test Validity

Identifiers—*Ski Hi Language Development Scale
The purpose of the study was to assess the reliability and the validity of the Ski Hi Language Development Scale which was designed to determine the receptive and the expressive language levels of hearing impaired children from birth to age 5. The reliability of the instrument was estimated through: (1) internal consistency, (2) inter-rater agreement, and (3) test/retest rater agreement. The validity of the Ski Hi LDS was estimated by: (1) a correlation technique to estimate concurrent validity, and (2) the Guttman scaling technique to estimate construct validity. The results of the study suggested that for this population the Ski Hi LDS is a reliable and valid instrument which can be a viable alternative to the language development scales presently in use. (Author)

ED 202 184

Wood, Frank H., Ed.

Perspectives for a New Decade: Education's Re-
sponsibility for Seriously Disturbed and Behav-
iorally Disordered Children and Youth: Selected
Papers Based on Presentations from the
CEC/CBBD National Topical Conference on the
Seriously Emotionally Disturbed (Minneapolis,
Minnesota, August 13-15, 1981).ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Report No.—ISBN-0-86586-118-8

Pub Date—81

Contract—400-76-0119

Note—201p.

Available from—The Council for Exceptional Chil-
dren, Publications Sales, 1920 Association Dr.,
Reston, VA 22091 (\$15.95).Pub Type—Collected Works - Proceedings (021) —
Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Autism, Behavior Problems, Educa-
tional Policy, Elementary Secondary Education,
*Eligibility, *Emotional Disturbances, *Interven-
tion, Nontraditional Education, Preschool Educa-
tion, Severe Disabilities, State of the Art Reviews,
Student Placement

Fourteen papers from a 1980 institute on the educational needs of seriously emotionally disturbed children focus on issues regarding eligibility, services, and programming. The following titles are represented: "Preschool Children with Severe Emo-

EC

ED 202 182

Lundy, John P., Ed. Zajac, Mary, Ed.

You and Your Child: Determining the Least Res-
trictive Environment. A Conference for Parents
and Educators of Handicapped Children (Pitts-
burgh, Pennsylvania, May 17, 1980).Spons Agency—Association for Retarded Citizens,
Allegheny County, Pa.; Frick Educational Com-
mission, Pittsburgh, Pa.; Pittsburgh Foundation,
Pa.

Pub Date—Jan 81

Note—43p.

Pub Type—Collected Works - Proceedings (021)

EC 132 820

EC 132 821

EC 132 822

tional or Behavioral Disorders: Program Directions and Unmet Needs"; "Adolescents with Severe Behavioral Disorders in the Regular Secondary Schools"; "The Influence of Personal, Social, and Political Factors on the Labeling of Students"; "Social Validation: Evaluating the Effectiveness of Interventions with Behaviorally Disordered Pupils"; "Placement and Reintegration Information for Emotionally Disabled Students"; "Exclusion of the Socially Maladjusted from Services Under P.L. 94-142"; "Autism: Teacher Preparation Issues"; "Policy Issues in Providing Psychotherapy and Counseling as Related Services"; "Teacher Consultation and the Resource Teacher: Increasing Services to Seriously Disturbed Children"; "Alternative Schools for Troubled Youth: Bridging the Domains of Education and Treatment"; "The Elmwood Center: Alternative Programming for Secondary Behaviorally Disturbed Students"; "Music, A Therapeutic Intervention for Emotionally Disturbed Youth"; "Directive/Process Consultation with Parents of Behaviorally Disordered Adolescents"; and "Effectiveness of Developmental Therapy for Severely Emotionally Disturbed Children." (CL)

ED 202 185 EC 132 823

Shaver, James P. Curtis, Charles K.
Handicapism and Equal Opportunity: Teaching about the Disabled in Social Studies.
Foundation for Exceptional Children, Reston, Va. Spons Agency—Shell Companies Foundation, New York, N.Y.

Report No.—ISBN-0-939068-01-X

Pub Date—81

Note—86p.

Available from—Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$6.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Attitude Change, Community Resources, *Disabilities, Learning Activities, Secondary Education, Simulation, *Social Bias, *Social Problems, *Social Studies, Stereotypes, *Student Attitudes, Teaching Methods

Identifiers—*Handicapism
The reference text is designed to help junior and senior high school teachers to integrate teaching about the handicapped into their social studies curriculum. An initial chapter distinguishes between handicaps and disabilities. Chapter 2 gives the major reasons for including handicapism in the social study curriculum: to understand the potential effects of handicapped people on the handicapped themselves and on the nonhandicapped, and to provide a basis for future citizen decision making. The next two chapters review stereotypes and attitudes toward the handicapped and suggest simulation activities to encourage greater understanding of specific handicaps. Fifteen student projects are suggested, including making photo essays on the disabled and writing biographies of disabled persons in the community. Using community resource people is the subject of Chapter 6, while Chapter 7 focuses on obstacles to independent living in the community. Examples of relevant aspects of study in anthropology, economics, government and civics, psychology, history, and sociology are considered. Social issues regarding employment, education, health, public facilities, family, and housing are noted, as well as an approach for studying such issues. The final chapter presents an approach to evaluating student attitudes and knowledge regarding handicapped persons. (CL)

ED 202 186 EC 132 824

Morgan, Daniel P.

A Primer on Individualized Education Programs for Exceptional Children: Preferred Strategies and Practices, Second Edition.
Foundation for Exceptional Children, Reston, Va. Spons Agency—William Bingham Foundation, Cleveland, Ohio.

Report No.—ISBN-0-939068-02-8

Pub Date—81

Note—129p.

Available from—Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$5.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Administrator Role, Ancillary School Services, Compliance (Legal), *Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Parent Role,

Program Development, Recordkeeping, *Student Evaluation, *Teacher Role, Teamwork

The text reviews issues in developing and implementing individualized education programs (IEPs) for exceptional children. The following topics are examined in separate chapters (sample subtopics in parentheses): understanding the IEP (rationale, contents); meeting to develop the IEP (premeeting activities, roles of team members); assessing present levels of educational performance (assessment guidelines); developing annual goals, short term instructional objectives, and procedures for evaluating progress (rationale for goals and objectives); selecting special education and related services (interagency cooperation); implementing the instructional plan (data keeping, classroom management and organization); conducting the annual review; the teacher's role in developing and implementing IEPs; the parent's role; IEPs and the school administrator (staff development, monitoring IEP quality); and remaining issues, problems, and prospects. (CL)

ED 202 187 EC 132 825

Gilliam, Deborah F. Carpenter And Others

Project Zero Reject Manual: Strategies in Child Find.

Dallas County Mental Health and Mental Retardation Center, Tex.; Dallas Independent School District, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—May 78

Note—88p.; Print is marginal in parts.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agency Cooperation, Coordination, *Disabilities, Early Childhood Education, Elementary Secondary Education, *Handicap Identification, Management Information Systems, *Publicity

Identifiers—*Child Find, *Project Zero Reject, Texas (Dallas)

The report describes Project Zero Reject, a cooperative effort between the Dallas (TX) Independent School District and the Dallas County Mental Health Mental Retardation Center to locate handicapped children not receiving educational services and to develop a computerized information system for planning regarding these children. Awareness efforts included a media campaign and stress on interagency contact. Guidelines were identified for surveying, referring, and processing intake information. A developmental screening form was formulated to assess physical condition, self help skills, mobility skills, maladaptive behavior, communication, and social independence. Among findings of the project were that almost all of the referrals received by the project were children with moderate to severe handicapping conditions; that the printed poster was cited most often as the source of awareness for the project, while radio, T.V., and newspapers accounted for only a small portion of the sources for awareness; and that the project represented significant progress in interagency cooperation. (CL)

ED 202 188 EC 132 826

Leslie, Lin And Others

Resource Manual: Handicapped Children Birth to Five, Part 1.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—[81]

Grant—G008100021

Note—194p.; Entered as two documents by developer's request. For Part 2, see EC 132 827.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, *Child Development, Curriculum Development, *Diagnostic Teaching, *Disabilities, Glossaries, Infants, *Preschool Education, Resource Materials, *Student Evaluation, Task Analysis, *Teaching Methods

The resource manual, in two parts, provides a compilation of methods for enhancing the development of handicapped children from birth to 5 years in the areas of motor, communication, cognition, self help, and social skills. The manual is intended to aid in (1) assessing and identifying target behaviors to be achieved, (2) identifying methods for teaching and stimulating behaviors, (3) identifying

methods for the refinement of target behaviors, and (4) identifying steps to achieve target behaviors. The introductory section contains special considerations in using the manual, and a sample daily plan schedule with target behaviors coded to the manual. The next section provides a review of child development for the five areas of the curriculum. The section on teaching strategies includes subsections on the developmental approach, structuring the environment, enhancing self concept, prescriptive teaching and task analysis, types of aid, behavior management procedures, and individualization. A brief chapter on assessment includes a sample criterion and prerequisite list and recording sheet. Also included is a glossary and a bibliography. (DB)

ED 202 189 EC 132 827

Leslie, Lin And Others

Resource Manual: Handicapped Children Birth to Five, Part 2.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—[81]

Grant—G008100021

Note—455p.; Entered as two documents by developer's request. For Part 1, see EC 132 826.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Behavioral Objectives, *Cognitive Development, *Communication Skills, Diagnostic Teaching, *Disabilities, Glossaries, Infants, *Interpersonal Competence, *Motor Development, *Perceptual Motor Coordination, Preschool Education, Resource Materials, *Self Care Skills, Student Evaluation, Task Analysis, Teaching Methods

The resource manual, in two parts, provides a compilation of methods for enhancing the development of handicapped children from birth to 5 years in the areas of motor, communication, cognition, self help, and social skills. The manual is intended to aid in (1) assessing and identifying target behaviors to be achieved, (2) identifying methods for teaching and stimulating behaviors, (3) identifying methods for the refinement of target behaviors, and (4) identifying steps to achieve target behaviors. Individual sheets include the criterion behavior (in developmental sequence), teaching methods, refinements, and carryovers to other skills. Separate sheets provide the same instructional information for prerequisite skills. Gross motor skills range from head control to walking a balance beam. Fourteen fine motor skills and associated prerequisite skills are presented in the same manner. Skills range from visual focusing to drawing. Behavioral objectives for communication range from responding to sound to understanding pronouns (for receptive language) and asking simple questions to using possessive pronouns (for expressive language). The 22 cognitive skills include responding to a new sound in the environment to sorting 10 objects into two sets when three sets are possible. The 26 self help activities vary from reaching for and holding a bottle to playing in one's own yard independently. The social skills include reacting to the disappearance of a familiar adult (first behavioral objective) to using appropriate manners in social interactions (last objective). Also included are lists of criterion and prerequisite behaviors for each area keyed to the manual. Individual record sheets are provided. (DB)

ED 202 190 EC 132 831

Scotfield, Faith, Ed.

Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers. Series IV: Communication Skills. Series V: Legal, Philosophical and Social Issues: Implications for Handicapped Students.

Kansas Univ., Lawrence. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Grant—G007801744

Note—348p.; For related documents, see EC 121 407-409.

Available from—Kansas University, School of Education, Bailey Hall, Lawrence, KS 66045 (\$5.20 plus postage).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Court Litigation, Curriculum Guides, *Disabilities, Elementary Secondary Education, Ethics, *Legal Problems, Legislation, *Mainstreaming, Objectives, *Preservice Teacher Edu-

cation, Self Concept, Social Influences, *Student Placement, *Teacher Responsibility, Values

The instructional units are designed for use by preservice regular education teachers to cover educating handicapped students in the least restrictive environment. The first series of units deal with teacher's communication skills. Objectives and enabling activities are listed as well for awareness and attitudinal factors. The bulk of the document is composed of 10 units covering legal, philosophical, and social issues involved in educating the handicapped. The ten units presented are: litigative and legislative trends in educating handicapped students; legal protections for handicapped students; teacher responsibility and the law; historical issues in educating handicapped children; ethical and social implications of labels and terms; values, priorities, and policies regarding the handicapped; ethical and social consequences of testing, grouping, and special treatment; social determinants of attitudes toward exceptionalism; influence of social and environmental interactions on self concept of handicapped students; and public attitudes, political climate, and school policy. (CL)

ED 202 191 **EC 132 832**
Educational Programs that Work: Special Education. Second Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Div. of Educational Replication.

Spons Agency—Department of Education, Washington, D.C.
Pub Date—80

Contract—300-80-0839

Note—68p.; This edition replaces the first edition, dated Winter, 1980.

Available from—LEA Associates, 80 S. Main St., Concord, NH 03301 (\$1.40).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Programs, *Disabilities, Elementary Secondary Education, *Program Descriptions, Program Effectiveness, *Validated Programs

Identifiers—*National Diffusion Network

The book lists 47 exemplary programs for special education. Programs have been approved by the Joint Dissemination Review Panel of the Department of Education. The book begins with a directory of National Diffusion Network facilitators in 49 states, the District of Columbia, and the Virgin Islands. Program entries include descriptors, a brief description, information on target audience, evidence of effectiveness, implementation requirements, financial requirements, services available, and contact persons. An index lists the exemplary programs by state. (CL)

ED 202 192 **EC 132 833**

Roswal, Glenn Frith, Greg H.

The Effects of Physical Activity on Self Concept, Risk-Taking Behaviors, and Motor Functioning in Mildly Handicapped Individuals: A Literature Review.

Jacksonville State Univ., Ala.

Pub Date—[78]

Note—24p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Learning Disabilities, Literature Reviews, *Mild Disabilities, Mild Mental Retardation, *Motor Development, *Physical Activities, *Risk, *Self Concept

Literature is reviewed regarding the impact of physical activity on development in mildly handicapped (educable mentally retarded and learning disabled) students. Studies showing improvement in self concept after participation in a motor development program are cited. Risk taking in the mildly retarded is examined, and the implications of a change toward optimal risk taking behavior are thought to involve improved self concept and peer relations. Findings of relationships between motor proficiency and improved physical fitness as well as intellectual development are pointed out. The authors conclude that a structured activity program should have significant implications for the development of mildly handicapped children. (CL)

ED 202 193

Wehman, Paul, Ed. Hill, Janet W., Ed.

Instructional Programming for Severely Handicapped Youth: A Community Integration Approach.

Virginia Commonwealth Univ., Richmond. School of Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—80

Grant—G007902897

Note—178p.

Available from—Virginia Commonwealth University, School of Education, 901 W. Franklin St., Richmond, VA 23284 (\$3.00).

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Community Resources, Elementary Secondary Education, *Homemaking Skills, *Leisure Time, *Mainstreaming, *Multiple Disabilities, *Severe Disabilities, Vocational Education

Ten papers focus on aspects of a community integration approach for severely and profoundly handicapped students. Two general papers introduce the monograph: "Preparing Severely and Profoundly Handicapped Youth to Enter Less Restrictive Environments" (P. Wehman and J. Hill) and "Characteristics of an Appropriate Education for Severely and Profoundly Handicapped Individuals" (P. Wehman, et al.). The role of leisure time programming is examined in "Acquisition and Generalization of Leisure Skills in Severely and Profoundly Handicapped Youth: Use of An Electronic Pinball Machine" (J. Hill, et al.); "Integration of Severely and Profoundly Handicapped Youth into Community Based Recreation Programs: A Social Validation" (J. Hill, P. Wehman); "Developing Chronologically Age Appropriate Leisure Skills in Severely Multihandicapped Adolescents: Three Case Studies" (G. Horst, et al.); and "Use of an Automated Recreational Device to Facilitate Independent Leisure and Motor Behavior in a Profoundly Retarded Male" (J. Hill). Home management is the topic of papers by J. Hill and P. Wehman ("An Initial Assessment of the Needs of Parents of Severely and Profoundly Handicapped Youth") and S. Schleien, et al. ("Developing Independent Cooking Skills in Profoundly Retarded Women"). Two papers, by N. Harris, et al. and J. Hill and N. Harris on vocational education conclude the document: "Evaluating the Efficacy of Verbal Prompting, Social, and Token Reinforcers on Workshop Performance of Severely Multihandicapped Youth" and "Shaping Work Production in Severely and Profoundly Retarded Youth: A Changing Criterion Approach." (CL)

ED 202 194

Wieck, Colleen A. Bruininks, Robert H.

The Cost of Public and Community Residential Care for Mentally Retarded People in the United States. Project Report No. 9.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date—Nov 80

Grant—OHD-54-P-71173/5-04

Note—286p.; Developmental Disabilities Project on Residential Services and Community Adjustment. Small print on some pages may reproduce poorly.

Available from—Developmental Disabilities Project on Residential Services and Community Adjustment, University of Minnesota, 207 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Community Programs, *Cost Effectiveness, Costs, *Deinstitutionalization (of Disabled), *Mental Retardation, Residential Programs

The direction and scope of deinstitutionalization in 75 public and 161 community residential programs for mentally retarded people in the United States were examined by analysis of current levels of expenditures, projected costs, efficacy of existing funding mechanisms, and identification of critical factors affecting cost variation. Results of a three page self report questionnaire completed by financial officers of each facility included the finding that the largest single expense reported by most facilities was personnel related. Estimates of total revenue, expenses, and capital investments are presented separately for public and community facilities as

EC 132 834

well as separately by census regions and size categories. Results further revealed that public residential facility per diems were were significantly different when tested for census region differences and varying levels of staff resident ratios. The intensity of staffing and services provided by community residential facilities significantly affected per diems, as did family ownership and the proportion of severely/profoundly mentally retarded residents. Public policy implications are presented in terms of constitutional guarantees and levels of funding; program requirements and the application of cost functions; and reimbursement patterns, fiscal disincentives, and the future development of community alternatives. (Author/CL)

ED 202 195

Smith, Darrell. And Others

Curriculum of Work-Study Program, Special Education.

Marshalltown Community Schools, Iowa.

Pub Date—79

Note—223p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Curriculum Guides, *Disabilities, Health, *Homemaking Skills, Job Application, Job Performance, Job Search Methods, *Job Skills, *Money Management, Secondary Education, *Self Care Skills, *Vocational Adjustment, Vocational Interests

The work study curriculum guide for secondary special education students was designed for use in a classroom atmosphere simulating a work setting. Performance objectives and suggested activities are listed for 10 units (sample subunits in parentheses): purchasing habits (advertising methods, types of stores and merchandise, sales tax); budgeting (income, expenses); banking (checking, savings, safety deposit boxes); job related behavior (coworker relationships, unions); job search skills (job sources, applications); vocational assessment (self awareness, vocational interests); home management (maintenance, food preparation and storage); health care (use of medication, emergency signs, care, social relationships); personal hygiene and grooming (clothing selection); and functional signs (emergency signs, traffic and road signs). Materials are listed for each unit with publisher information appended. (CL)

ED 202 196

Davidson, Philip W. And Others

Some Functions of Reading by Hand.

Spons Agency—Public Health Service (DHEW), Rockville, Md.; State Univ. of New York, Brockport. Coll. at Brockport.

Pub Date—Sep 80

Grant—PHS-1-R02-E401792; SUNY-7253A

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, *Blindness, *Braille, *Reading, *Tactile Adaptation, *Tactile Perception

The authors review their work on the role of attentional variables, such as in exploratory hand movements, selection and pickup of haptic shape information in the education of blind students. Efforts to design a technology to permit unobtrusive study of hand movements during braille reading and to link observed differences in scanning to reading ability, comprehension, and stimulus properties (including orthography, syntactic, and linguistic features of the text) are described. A study involving microanalysis of 18 braille readers revealed consistency in hand movement patterns, with better readers using two headed styles more often than one handed styles. Results confirmed that hand movements in braille reading can be reduced to a finite number of microcounts, based on direction and duration of the movement across the braille cell. Larger movement units, such as regressing motions and fixations, appeared to vary with the reader's ability and differences in the stimulus. (CL)

ED 202 197 EC 132 886

A Survey for California of Model Programs Serving Handicapped Infants and Preschool Children [and] Summary Information Describing Model California Programs Serving Handicapped Infants and Preschool Children.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—California State Dept. of Education, Sacramento.

Report No.—HumRRO-FR-MTRD(CA)-10; HumRRO-FR-MTRD(CA)-80-11

Pub Date—Jul 80

Grant—27-B160-80-3293-7100

Note—48p.; For a related document, see EC 132 887.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demonstration Programs, *Disabilities, Infants, *Preschool Education, *Program Descriptions, *Surveys, Validated Programs

Identifiers—California

A study to gather information describing model infant and preschool programs for handicapped children in California is reported. Information was received from 142 programs (102 in California) including validated First Chance projects, Outreach projects funded by the Bureau of Education for the Handicapped, Master Plan agencies in California, innovative and preschool incentive grant programs in California, exemplary Head Start programs, and other model programs in the public and private sectors. A compendium of program descriptions was developed to help state and local educators in selecting the most appropriate early intervention model for adoption/adaptation, consistent with federal and state law, specific to local needs, and available resources. The survey included questions on the following: general information (such as the average number of years in operation), instruction and assessment, service delivery, use of staff, program placement, parental participation, dissemination, training and technical assistance. Among many findings were that the programs are heavily concentrated in urban and suburban areas, that the most popular instructional model in use is developmental, that wide use is made of community resources, and that two thirds of the programs report providing mainstreaming to some degree. Data from the survey are reported in an accompanying summary document which charts program characteristics against answers from public and private agencies or schools. (DB)

ED 202 198 EC 132 887

Selected Programs Serving Handicapped Infants and Preschool Children: A Compendium of Program Descriptions for California Educators.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—California State Dept. of Education, Sacramento.

Report No.—HumRRO-RB-MTRD(CA)-80-12

Pub Date—Jul 80

Grant—27-B160-80-3293-7100

Note—288p.; For a related document, see EC 132 886.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Demonstration Programs, *Disabilities, Infants, *Preschool Education, *Program Descriptions, Surveys

Identifiers—California

A product of a study to gather information describing model infant and preschool programs for handicapped children, the document contains descriptions of 142 programs including validated First Chance projects, Outreach projects funded by the Bureau of Education for the Handicapped, Master Plan agencies in California, innovative and preschool incentive grant programs in California, exemplary Head Start programs and other model programs in the public and private sectors. Program descriptions are organized into the following categories: public agency programs in California, private agency programs in California, public school district programs, private school programs in California, out of state Outreach programs, and out of state Head Start programs. Provided for each program is the name, contact person, address, a general program description, a more detailed explanation of program implementation, evidence for program effectiveness, and availability of dissemination and technical assistance. (DB)

FL

ED 202 199

FL 012 119

Fishman, Joshua A. And Others

Non-English Language Resources of the United States (A Preliminary Return Visit). Final Report.

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

Spons Agency—Office of International Education (ED), Washington, D.C.

Pub Date—80

Grant—G007901816

Note—249p.; Parts may not reproduce clearly due to broken print. For related document, see ED 191 293.

Pub Type—Reports - General (140) — Opinion Papers (120) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Community Schools, Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Ethnography, Folk Schools, *Language Maintenance, Language of Instruction, *Second Languages, Sociolinguistics

A preliminary report is offered on schools that offer all or a greater part of their instruction in a language other than English. Emphasis is laid on instruction geared toward the language maintenance of ethnic communities. Language reports include the approximate number of speakers and number, distribution, and basic characteristics of schools. Some detailed reports on individual schools are included, along with a certain amount of more extensive statistical information. The language reports are supplemented by three essays: (1) "Cultural Pluralism and the American School"; (2) "Whorfianism of the Third Kind: Ethnolinguistic Diversity as a Worldwide Societal Asset"; and (3) "Why Do Some Ethnic Community Schools in the USA Accomplish More than Others with Respect to Ethnic Mother Tongue Instruction?" (JB)

ED 202 200

FL 012 135

Hinds, John

Where Do We Go from Here?

Linguistic Research, Inc., Edmonton (Alberta).

Report No.—ISBN-0-88783-022-6

Pub Date—78

Note—12p.; Paper presented at the Annual Meeting of the (Canadian) Western Conference on Linguistics (8th, October 20-21, 1978). In its Proceedings of the Eighth Annual Meeting of the Western Conference on Linguistics, p38-48, 1978.

Available from—Linguistic Research Inc., P.O. Box 5677, Station L, Edmonton, Alberta, Canada T6C 4G1 (\$10.00 for entire proceedings).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—African Languages, *Discourse Analysis, Japanese, *Memory, Swahili

Identifiers—Conversational Flow, *Discourse Organization, Kipsigis, *Topic Changes

Topic changes in conversation are governed by principles of discourse organization. These principles are highly specified and are identical to those responsible for the organization of memory structures. Of the three levels of organization: (1) universally controlled organization; (2) culturally controlled organization; and (3) idiosyncratic behavior—only the first is discussed. Memory structures are stored hierarchically and provide relational information about concepts and events. They guide discourse progression in one of two ways: either hierarchically, by focusing on the perspectives of a topic, or syntagmatically, by focusing on semantically parallel topics. For a given topic there are three types of perspectives, none of which is mutually exclusive: (1) object oriented, (2) theme oriented, and (3) emotion oriented. As long as the conversation proceeds along any of these perspectives, it focuses on the same topic. Because topics proceed along syntagmatically parallel paths, a change in topic is accomplished by choosing a syntagmatically parallel topics. Conversational data from Japanese, Kipsigis, and Swahili illustrate how memory structures operate to control conversation. Information about the background of the conversational participants and their language and culture is also needed to predict conversational direction. (JK)

ED 202 201

FL 012 136

Janda, Richard D.

Hypercorrection and Hyper-correction in Phonological Change.

Linguistic Research, Inc., Edmonton (Alberta).

Report No.—ISBN-0-88783-022-6

Pub Date—78

Note—13p.; Paper presented at the Annual Meeting of the (Canadian) Western Conference on Linguistics (8th, October 20-21, 1978). In its Proceedings of the Eighth Annual Meeting of the Western Conference on Linguistics, p49-60, 1978.

Available from—Linguistic Research Inc., P.O. Box 5677, Station L, Edmonton, Alberta, Canada T6C 4G1 (\$10.00 for entire proceedings).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English, German, Indo European Languages, Mandarin Chinese, *Phonology, Romance Languages, Sino Tibetan Languages, *Social Dialects, Social Influences

Identifiers—German (Middle High), German Pfaelzisch, *Hypercorrection, Prestige Forms (Language), Psychological Influences, Stigmatized Forms (Language), Swabian, Wh Questions

Hypercorrection occurs when a speaker of a lower-prestige dialect errs in the use of a form foreign to that dialect within the eyes of a speaker of the higher-prestige dialect from which the form is borrowed. Hypercorrection is sociolinguistically motivated and exists in two forms: (1) hypercorrection, in which an otherwise "correct," more prestigious form is overused by a speaker of a less prestigious dialect; and (2) hyper-correction, the more common form, in which there is an overuse of a process correcting an otherwise "incorrect," less prestigious form. Data from a Pekinese dialect of Mandarin, English, and German are presented to illustrate both forms of hypercorrection. The study of hypercorrection provides information on which to base an understanding of natural sound change. Social, psychological, and phonetic factors may influence this phenomenon. An analysis of hypercorrection aids in isolating the characteristics of each of these factors. Sound change data are presented from Middle and New High German, Pfaelzisch, Swabian, and Western Romance languages. It is proposed that the role of hypercorrection in sound change may be inferred even in the relative absence of sociolinguistic data. (JK)

ED 202 202

FL 012 137

Marckworth, M. Lois

An Experimental Investigation of Verbs of Judging in the Subjective Lexicon in Japanese and English.

Linguistic Research, Inc., Edmonton (Alberta).

Report No.—ISBN-0-88783-022-6

Pub Date—78

Note—11p.; Paper presented at the Annual Meeting of the (Canadian) Western Conference on Linguistics (8th, October 20-21, 1978). In its Proceedings of the Eighth Annual Meeting of the Western Conference on Linguistics, p90-98, 1978.

Available from—Linguistic Research Inc., P.O. Box 5677, Station L, Edmonton, Alberta, Canada T6C 4G1 (\$10.00 for entire proceedings).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, *English, English (Second Language), *Japanese, *Semantics, Statistical Analysis, *Verbs

Identifiers—Hierarchical Cluster Structure, *Lexical Semantics

Lexical semantics deals with the determination and description of the semantic knowledge or structure embodied in the lexicon. A description of lexical structure focuses on the meaning of a single lexical item in terms of its place in a structure consisting of related lexical items. This study concerns Japanese and English verbs of judging with regard to the formulation of a methodology for the process of making determinations. These verbs are interpersonal relationship verbs in that they reflect a judge's feelings in regard to a defendant's acts. The statistical analysis technique was employed to capture clues to the semantic dimensions of four groups of Japanese and English verbs: one group per language of negative verbs of judging and one group per language of positive verbs of judging. The results are presented in charts depicting the hierarchical cluster structure of the verbs in each set. The meaning

similarities between the members of each set are reflected in cohesion scores that define the intensity of the bonding of a term into the hierarchical structure. (JK)

ED 202 203 FL 012 138

Prado, Marcial

Markedness and the Gender Feature in Spanish.

Linguistic Research, Inc., Edmonton (Alberta).

Report No.—ISBN-0-88783-022-6

Pub Date—78

Note—11p.; Paper presented at the Annual Meeting of the (Canadian) Western Conference on Linguistics (8th, October 20-21, 1978). In its Proceedings of the Eighth Annual Meeting of the Western Conference on Linguistics, p114-22, 1978.

Available from—Linguistic Research Inc., P.O. Box 5677, Station L, Edmonton, Alberta, Canada T6C 4G1 (\$10.00 for entire proceedings).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Indo European Languages, *Morphology (Languages), Nouns, Pronouns, Romance Languages, Semantics, *Spanish, *Syntax, Verbs

Identifiers—*Gender (Language), *Markedness

No formal notion of markedness has been advanced for syntactic-semantic features of language. A hypothesis is presented which states that if all related features are defined as comprising sets, then it is possible to predict the occurrence of a member of a set by the absence of any other member of the set. Any lexical item subcategorized for gender will be specified, for example, as being feminine or it will carry no gender specification at all. This hypothesis is supported with evidence from Spanish (1) loan words, (2) nominalized lexical items, (3) compound verb forms, and (4) first and second plural personal pronouns. The process of neutralization characterizing gender specification is defined as two conflicting features merging into one (the unmarked) when the underlying structures predict the use of both. A logical correlation in markedness between syntax and morphology frequently exists. Morphologically unmarked elements are used in more syntactic situations than their marked counterparts. Among the situations from Spanish cited are: (1) the replacement of "le" by "se"; (2) the use of the less morphologically marked present tense syntactically to replace the imperfect, preterite, and future; and (3) the use of the (unmarked) singular form of nouns to indicate mass and abstract nouns. (JK)

ED 202 204 FL 012 184

Latify, A. Hafiz

Spoken Dari. Preliminary Edition.

Foreign Service (Dept. of State), Washington, D.C.

Foreign Service Inst.

Pub Date—80

Note—452p.

Language—Dari; English

Pub Type—Guides — Classroom — Learner (051)

EDRS Price — MF01/PC19 Plus Postage.

Descriptors—Cultural Context, *Dialogs (Language), Grammar, Indo European Languages, *Intensive Language Courses, *Pattern Drills (Language), Persian, Postsecondary Education, *Pronunciation Instruction, *Proverbs, Second Language Instruction, Textbooks, Vocabulary

Identifiers—*Afghanistan, *Dari, Foreign Service Institute DC

This book contains the core of the Dari language instructional program developed by the Foreign Service Institute. Most of the sentences and exercises in the lessons are presented in the Persian script; the spelling represents the actual pronunciation of colloquial Dari. Each lesson includes a set of basic sentences and drills, vocabulary lists, grammatical notes, pronunciation drills, question-and-answer exercises, and a dialogue. A large number of proverbs and sayings are included in the lessons because such sayings are used constantly in Dari, and they give an insight into Afghan culture and thought. (Author/AMH)

ED 202 205 FL 012 185

Ulsh, Jack Lee And Others

Portuguese Programmatic Course. Volume 1 (Revised).

Foreign Service (Dept. of State), Washington, D.C.

Foreign Service Inst.

Pub Date—80

Note—809p.; For related document, see FL 012 186.

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, DC 20402 (No. 044-000-01815-2, \$12.00); Spoken Language Services, Inc., P.O. Box 783, Ithaca, NY 14850 (\$12.00); Accompanying tapes available from National Audiovisual Center (GSA), Washington, DC 20409 (\$133.75).

Language—Portuguese; English

Pub Type—Guides — Classroom — Learner (051)

EDRS Price — MF05/PC33 Plus Postage.

Descriptors—*Dialogs (Language), Grammar, *Intensive Language Courses, Language Variation, *Pattern Drills (Language), *Portuguese, Postsecondary Education, *Programmed Instructional Materials, *Pronunciation Instruction, Romance Languages, Second Language Instruction, Textbooks, Translation

Identifiers—Foreign Service Institute DC

This volume, the first of two, contains 25 units of work; the first 24 units present new material and the last unit is a review. A portion of each unit is presented through programming, that is, information is given in a controlled sequence of steps so that the student may proceed at his or her own rate. Units 1-10 are largely geared to pronunciation instruction, dialog practice and audio-lingual exercises. Units 11-24 continue the pronunciation practice and dialogs, and add different types of practice exercises, especially practice in translation from English to Portuguese. The Portuguese presented in both this volume and Volume Two is educated speech drawn principally from Brazilian sources, but is intended also to serve the needs of students going to Europe or Africa. (AMH)

ED 202 206 FL 012 186

Ulsh, Jack Lee And Others

Portuguese Programmatic Course. Volume 2.

Foreign Service (Dept. of State), Washington, D.C.

Foreign Service Inst.

Pub Date—74

Note—628p.; For related document, see FL 012 185.

Language—Portuguese; English

Pub Type—Guides — Classroom — Learner (051)

EDRS Price — MF03/PC26 Plus Postage.

Descriptors—*Dialogs (Language), *Grammar, *Intensive Language Courses, Language Variation, *Portuguese, Postsecondary Education, *Programmed Instructional Materials, Reading Instruction, Romance Languages, Second Language Instruction, Sentence Structure, *Substitution Drills, Textbooks, Translation, Verbs

Identifiers—Foreign Service Institute DC

This volume, containing units 26-48, completes the Portuguese Programmatic Course. The odd-numbered units present the grammatical features not covered in Volume One in a programmed format. The even numbered units contain dialogs, substitution drills, practice with irregular verb forms, and exercises geared to vocabulary expansion. The "estorinhas," which appear at the end of each unit, are intended to develop reading comprehension and to stimulate conversation. As in the first volume, the Portuguese presented is educated speech drawn principally from Brazilian sources. (Author/AMH)

ED 202 207 FL 012 192

Harding, Ann And Others

Graded Objectives in Modern Languages.

Centre for Information on Language Teaching, London (England).

Pub Date—80

Note—141p.

Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England (3.75 British pounds).

Pub Type—Reports — Descriptive (141) — Guides — Non-Classroom (055) — Collected Works — General (020)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Behavioral Objectives, Committees, *Curriculum Design, *Evaluation Methods, Instructional Improvement, *Language Tests, Material Development, *Modern Languages, Performance, Planning, Secondary Education, *Second Language Programs, Standardized Tests, Teaching Methods

Identifiers—*United Kingdom

This book covers various aspects of the "graded objectives movement" in England and is intended to help teachers understand the ideas behind the movement and to form working groups to implement it. Graded objectives are understood as those objectives which represent steps in a continuum that could be attempted by all learners who would need

greater or lesser lengths of time to achieve their objectives. In addition to a presentation of the general aims of the study, the following topics are addressed: (1) syllabus design; (2) materials development and methodology; (3) testing; (4) organization, administration, and coordination of local working groups; and (5) projections for the future. Appendices include the following: (1) an alternative model for modern language examinations, (2) working party reports, (3) a report on an experiment involving evaluation of graded objectives and tests, and (4) report of a working party on oral testing, and (5) addresses of working groups. A bibliography concludes the volume. (AMH)

ED 202 208 FL 012 194

Macaulay, Ronald

Generally Speaking: How Children Learn Language.

Pub Date—80

Note—92p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$6.95).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Articulation (Speech), *Child Language, *Language Acquisition, Language Attitudes, Language Proficiency, Language Usage, Parent Child Relationship, Parent Role, Phonology, *Psycholinguistics, Second Language Learning, Semantics, Syntax, Testing, *Verbal Development

This book addresses child's language learning in a manner designed to be understandable to the nonspecialist. The major areas covered are: (1) learning one's first language; (2) the role of adults in the child's language learning; (3) discovering the structure of language: phonology; (4) discovering the structure of language: syntax; (5) learning the meaning of words; (6) learning the social uses of language; (7) language as the key to learning; (8) attitudes toward language; (9) learning a second language; (10) observing children's language; and (11) encouraging language development. The appendices offer information on testing linguistic proficiency and suggestions for further reading. In addition, a chart displaying manner and place of articulation of English consonants and vowels is presented. A glossary of terms mentioned in and related to the content of the book is also included. (JK)

ED 202 209 FL 012 196

Kramarac, Cheris

Women and Men Speaking: Frameworks for Analysis.

Pub Date—81

Note—194p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$11.95).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Discourse Analysis, Language Attitudes, *Language Styles, *Language Usage, *Sex Bias, *Sex Differences, Sex Role, Social Structure, Sociolinguistics

Identifiers—Interpersonal Communication

This book discusses the relationship between gender and language use in a framework of social interaction. In so doing, it reports on research concerned with sexism in language, the use of language by women and men, and the evaluations of language use by women and men. Language is considered within four theoretical frameworks in which assumptions about the relations between women and men are made explicit. Abstract theories of social structure are linked to findings on speech and language structure. Among the structural frameworks discussed are: (1) muted group framework, (2) reconstructed psychoanalysis framework, (3) speech styles framework, and (4) strategy framework. Language structure is viewed as a product of social interaction in which the participants (speakers) often have unequal influence and speaking rights. Each framework provides a perspective from which to explain gender-based differences in speech and in its evaluation. (Author/JK)

ED 202 210 FL 012 197

Hartmann, R. R. K.

Contrastive Textology: Comparative Discourse Analysis in Applied Linguistics. Studies in Descriptive Linguistics, Volume 5.

Report No.—ISBN-3-87276-221-4

Pub Date—80

Note—125p.

Available from—Heinle & Heinle Publishers, 51

Sleeper Street, Boston, MA 02210 (\$14.00).

Language—English; German

Pub Type—Books (010)—Information Analyses

(070)—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, *Bilingualism, Code Switching (Language), Context Clues, *Contrastive Linguistics, *Discourse Analysis, English, German, Lexicography, Linguistic Theory, Literature, Second Language Learning, *Translation

This volume is one in a series of studies in linguistics that is intended to supplement the "International Review of Applied Linguistics." Discourse analysis, or looking at language as text in context, is presented in the first chapter. This is correlated with what is known about the differences between languages in a second chapter on contrastive analysis. A comparative textual model is presented in chapter 3, which is shown to be relevant to most branches of linguistic description and language use (Chapter 4). Chapters 5-8 discuss aspects of codification of linguistic knowledge and its application to interdisciplinary problem-solving with special reference to translation, foreign-language learning, and lexicography. Illustrations, chiefly from the English-German field, are given where appropriate in each chapter. Complete texts in both German and English of the examples in the various chapters of the book are provided as appendices. (Author/AMH)

ED 202 211 FL 012 203

Kitao, Kenji

Japanese Exchange Students' Evaluation of English Teaching in Japan.

Doshisha Univ., Kyoto (Japan).

Pub Date—Oct 80

Note—22p.

Journal Cit—Doshisha Studies in English; n25 p121-141 Oct 1980

Pub Type—Reports - Research (143)—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Communicative Competence (Languages), *Cultural Awareness, *English (Second Language), Language Proficiency, *Program Effectiveness, Questionnaires, Secondary Education, *Second Language Programs, *Student Attitudes, Study Abroad

Identifiers—Japan (Kyoto)

Several surveys were made of Japanese teenagers who were exchange students in the United States between 1975 and 1977. Three of the questionnaires are analyzed to get an idea of the problems the students had with English and the state of English teaching in Japan. Thirty-one male and female high school students were involved in the study. The first questionnaire, given one month after their arrival in the U.S., dealt with the students' previous experiences in studying English. The second, administered 7 months after their arrival in the U.S., was intended to find aspects of American culture with which the students were not familiar, and the kinds of cultural problems they were encountering. The third one was administered after their return to Japan. The following results are noted: (1) English education in schools in Japan emphasizes knowledge about English, not performance; (2) there is not sufficient emphasis on practice of listening and speaking skills; (3) instruction is not geared toward communication with English-speaking people; and (4) little about American culture is taught in English classes in Japan, which prevents Japanese from communicating adequately with Americans. Copies of the questionnaires are appended. (AMH)

ED 202 212 FL 012 224

Light, Richard

Training Teachers across Cultures: Report on a Fulbright Program in China.

Pub Date—80

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Cultural Influences, *English (Second Language), Higher Education, *Inservice Teacher Education, *Instructional In-

novation, *Second Language Programs, Student Evaluation of Teacher Performance, Teaching Methods, Team Teaching

Identifiers—*China, Fulbright Exchange Program

Four American professors formed a team to provide instruction in English as a second language (ESL) to university professors in the People's Republic of China. Participants received 180 hours of instruction in ESL methodology and English language skills based on individual approaches that covered the Silent Way, Community Language Learning, and more eclectic methods. In addition, participants received instruction in linguistics and American culture. At the end of the program, the participants were polled. Results indicated satisfaction with most of the program. The importance of cultural factors was reflected in the participants' continued insistence that formal lectures—the traditional Chinese approach—are the most highly valued classroom activities. Nevertheless, participants were impressed with the non-traditional approaches, particularly Community Language Learning. Because methodology is virtually absent from Chinese curriculum, participants expressed special appreciation for the methodological approach, and seemed open to even more such instruction. (JB)

ED 202 213 FL 012 262

Katz, Naomi

On Being Alive and Well and Living in English.

Teachers of English as an Additional Language, Vancouver (British Columbia).

Pub Date—79

Note—12p.; In its T.E.A.L. Occasional Papers, Volume 3 p61-74, 1979.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Cross Cultural Training, Cultural Differences, *Cultural Education, Culture Conflict, *English (Second Language), Ethnic Groups, Immigrants, Refugees, Second Language Learning

Identifiers—British Columbia (Vancouver)

Culture shock is a condition that can affect newcomers to a country as well as those who have been in a new environment for varying periods of time, and who continue to experience orientation difficulties. It is a disturbance of the organism which results from the imposition of one culture upon another, and because it is so closely allied with the concept of self, language is a significant factor in the process of personal adjustment. English as a second language (ESL) teachers are in a favorable position to help immigrants adjust to their environment through their understanding attitude toward these persons. ESL teachers and other persons involved with immigrants must develop a sensitivity to their needs as integrated human beings. It is suggested that teachers and others can develop this sensitivity through an awareness of their own culture and the implications of its modernity for those who have been born to a different way of life. Teachers and others can refer to many agencies in Vancouver that offer a variety of institutional resources to facilitate the settlement and adjustment of immigrants. (Author/AMH)

ED 202 214 FL 012 270

Hawkins, Sarah Tatham, M. A. A.

On the Regulation of Consonant Duration in the Speech Perception and Production of Adults and 5 to 7 Year Old Children.

Essex Univ., Colchester (England). Dept. of Language and Linguistics.

Pub Date—Apr 80

Note—71p.; In its Occasional Papers, 23, Phonetics and Phonology, p1-70, Apr 1980.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Articulation (Speech), *Auditory Perception, Cognitive Processes, *Comparative Analysis, *Consonants, Psychomotor Skills, Sound Spectrographs, Stimuli, Young Children

Identifiers—*Consonant Cluster Duration

The perception of duration in consonant segments is compared with their produced durations, and adults' and children's performance in this respect are compared. The temporal organization imposed by adults on initial consonant clusters was often not imposed by children from four to eight years of age, even though the cluster was produced "correctly." An experiment was designed to help determine the perceptual importance of the differences between adults' and children's productions, and to indicate some possible causes of the differences. The re-

search questions were: (1) What are the just noticeable differences (JNDs) for durations of consonants in clusters? (2) Are the characteristic durations of clustered consonants in the speech of adults also preferred by them in their perception of speech? (3) Do the immature patterns in children's production of consonant clusters stem from muscular constraints or from an immaturity of the central timing regulator? Tables include an analysis of (1) variance for the variances of stimuli, (2) mean duration and standard deviations in perception and production of /s/ and /t/ by children and adults, and (3) Mann-Whitney U tests on adult and child voice stimuli. Spectrograms of the synthetic speech of the experiments are presented. (JK)

ED 202 215 FL 012 271

Hewlett, Nigel

A Note On Deletion Rules in Fast Speech.

Essex Univ., Colchester (England). Dept. of Language and Linguistics.

Pub Date—Apr 80

Note—14p.; In its Occasional Papers, 23, Phonetics and Phonology, p72-84, Apr 1980.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Generative Phonology, *Language Styles, Morphophonemics, Phonetic Analysis, *Pronunciation, Sound Spectrographs, Vowels

Identifiers—Careful Speech, Deletion (Linguistic), *Phonetic Realization Rules, *Speech Rate

In fast speech, certain segments pronounced in careful speech may be deleted. Rules of a generative phonology have been used to account for fast speech forms. An alternative approach is suggested which views fast speech deletions as merely limiting cases of segment reduction, under conditions of increased tempo and/or casualness. To complement this approach, generative phonology rules should be adjusted and stated as phonetic realization rules. All segment reduction/deletions resulting from stylistic variation in speech should be specified in descriptive terms rather than in classificatory terms. The segment is then not explicitly deleted but rather is assigned a zero length. The descriptiveness of realization rules is necessary because the differences found in the lengths of the segments are gradational rather than abrupt and the outputs of such rules are not further subject to phonological rules of the language. Accounting for speech variation resulting from assimilation by phonetic realization rules must involve a more radical reappraisal of the form of such rules than is required to account for segment deletion. High-frequency amplitude Mingograf tracings and spectrograms reflecting variation in speech rate are provided. (Author/JK)

ED 202 216 FL 012 272

Ryan, Gerry, Ed. And Others

Cross Currents: A Journal of Communication/Language/Cross-Cultural Skills. Volume VII, Number 2, 1980.

Language Inst. of Japan, Odawara.

Pub Date—80

Note—113p.

Available from—Language Institute of Japan, Asia Center, 4-14-1 Shiroyama, Odawara 250, Japan (\$5.00 plus postage).

Journal Cit—Cross Currents; v7 n2 Win 1980

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Book Reviews, *Cross Cultural Studies, Culture Conflict, Curriculum Development, *English (Second Language), Japanese, Language Acquisition, Nonverbal Communication, *Second Language Instruction, Second Language Learning, Writing (Composition)

Identifiers—*Japan

This issue contains the following articles and book reviews: (1) "Teaching Language to Young Learners," by J. Dennis; (2) "Language Development through Writing," by E. Weiner and L. Smith; (3) "Communicative Interference," by L. Loveday; (4) "Challenges for Curriculum Design," by P. Knowles; (5) "Tapping the Imagination in Advanced ESL Composition," by H. Wright; (6) "Look, Mom, No Words: English Through Gestures," by S. Greig; (7) "Speech Preparation: Don't Tell Them, Show Them," by J. Battaglia; (8) "Using Readings for Discussion: Personal Questions," by G. T. Joy; and (9) Book Reviews of "Caring and Sharing in the Foreign Language Class," by G. Moskowitz, "Word Ways Gameboards and Word Ways Cubes," by B. Benson and L. Stack, and "In Touch," by O. Castro and V. Kimbrough. Summaries of the articles in Japanese are also included. (AMH)

ED 202 217 FL 012 277
Coates, Jennifer Leech, Geoffrey
The Meanings of the Modals in British and American English.

York Univ. (England). Dept. of Language.
Pub Date—Sep 80
Note—13p.

Journal Cit—York Papers in Linguistics; n8 p23-34
Sep 1980
Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Contrastive Linguistics, Language Research, *Language Variation, *North American English, Semantics, Syntax, *Verbs
Identifiers—*English (British), *Modal Auxiliary Verbs

Some results are reported of an investigation into the meanings of the English modal auxiliary verbs. The corpus consisted of the one million word Brown University Corpus of American English and a matching Lancaster University corpus of British English. The three factors operative in the study were: (1) contextual features, that is, co-occurring syntactic/semantic features of the text; (2) British and American English; and (3) differences of genre or style. A theoretical investigation revealed that an appropriate model would have to synthesize six orientations: mono-semantic, polysemantic, categorical, non-categorical, logical, and pragmatic. In addition, a new definition was given to the epistemic/root distinction. Here, epistemic refers to a speaker's belief regarding the truth of a proposition; root refers to a phenomenon which is influenced by some other phenomena. In the four pairs of modals discussed here, should/ought, must/have to, shall/will, and can/may, a compensatory relationship between British and American usage was found in each case. In other words, the American use of the first member of each pair was balanced by the British use of the second member. It is noted, in conclusion, that this analysis of written texts is to be supplemented by an analysis of spoken material. (AMH)

ED 202 218 FL 012 279
Rudes, Blair A. And Others

Planning Paper 6: Issues in Applying Ethnography to Bilingual Classroom Settings.

Abt Associates, Inc., Cambridge, Mass.; Development Associates, Inc., Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—2 Jul 80
Contract—400-79-0071
Note—103p.

Pub Type—Collected Works - Proceedings (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Audio Equipment, Audiovisual Aids, *Bilingual Education, Classroom Observation Techniques, *Classroom Research, Computers, Data Analysis, Data Collection, Elementary Secondary Education, *Ethnography, Evaluation Methods, Photographic Equipment, Reliability, Research Methodology, Validity, Videotape Recordings

This report presents a comprehensive discussion of issues affecting the use of ethnographic research methods in bilingual education classroom research. Quantitative methods alone have not provided an adequate understanding of how the bilingual classroom operates, the meaningful features of the classroom, how children learn, and what cultural/community contexts affect that learning. Issues covered include (1) the scope of an ethnographic approach, (2) methodological issues in dealing with ethnographic information, and (3) implications and suggestions for applying ethnographic methods in future bilingual education research. Appendices present the goals, attendees, and agenda of the Conference on "Current Issues in Applying Ethnographic Methods to Bilingual Classroom Research" (1980) and an inventory of variables relating to bilingual classrooms. Charts discuss (1) the methodological characteristics of ethnographic and quantitative approaches, (2) technical equipment in ethnographic field work, (3) the contributions of videotape, (4) selected applications of videotape recording in classroom settings, (5) a summary of considerations for determining observer agreement and reliabilities, (6) a sample prose protocol of a classroom microethnographic study, and (7) a framework for symbolic interaction research. (JK)

ED 202 219 FL 012 280
Cervinka, Edward J. And Others
Planning Paper 7: Follow-up Studies in Bilingual Education: Issues and Options.

Abt Associates, Inc., Cambridge, Mass.; Development Associates, Inc., Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—1 Sep 80
Contract—400-79-0071
Note—112p.

Pub Type—Collected Works - Proceedings (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Bilingual Education, Elementary Secondary Education, *Followup Studies, Measurement Objectives, Measurement Techniques, *Outcomes of Education, Program Evaluation, Program Implementation, Research Design, Research Methodology, Sampling, Statistical Analysis, Student Attrition, Teacher Education

Follow-up studies are necessary for investigating the long-term, enduring, anticipated effects of bilingual education. Investigations need to be based on a recognition of their value to educational audiences, the relative merits of research issues, attention to the problem of attrition, proper selection of dependent measures, and the merits of planned follow-up studies. In addressing the need for follow-up studies, this report discusses (1) options or areas of focus for conducting follow-up investigations, (2) follow-up research foci, (3) methodological issues affecting the use of follow-up designs, (4) statistical and analytic issues in conducting follow-up designs, (5) selection of follow-up variables: measurement issues, (6) large scale post hoc follow-up studies, and (7) focused follow-up studies of bilingual education consequences for students. Charts include (1) a typology of follow-up and related designs; (2) potential research areas to investigate dealing with long term consequences of bilingual education on students, long term development of teachers, and long term program implementation and institutionalization; (3) an overall analysis of effectiveness of techniques; and (4) a flow chart of the process by which necessary sample size may be determined. (JK)

ED 202 220 FL 012 281
Kraetschmer, Kurt

Neurolinguistic Studies of Bilingualism.

Pub Date—Oct 79

Note—31p; Paper presented at the Delaware Symposium on Language Studies (Newark, DE, October 18-20, 1979).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Applied Linguistics, *Bilingualism, *Language Processing, Language Research, Linguistic Theory, *Neurolinguistics, Speech Pathology

This paper discusses the present state of the art in neurolinguistic studies of bilingualism and delineates areas of further research. The most pertinent studies are reviewed historically. The paper then focuses on some fundamental concepts, such as a definition of bilingualism, interference, recovery process, specific localization, and synchronic typology. Finally, the paper shows possible applications of theoretical insights in the praxis of applied linguistics and speech pathology. (Author)

ED 202 221 FL 012 284
Ambert, Alba N. And Others

Manual for Identification of Limited-English Proficiency Students with Special Needs. Report #11785.

Massachusetts State Dept. of Education, Boston. Bureau of Special Education.

Pub Date—Mar 80
Note—96p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, Elementary Education, Elementary School Students, *Exceptional Persons, *Handicap Identification, *Individualized Education Programs, Language Dominance, *Learning Problems, Observation, Reading Instruction, Special Education, Teacher Role, Testing

Identifiers—*Limited English Speaking
This manual, intended to assist teachers in identifying students with limited-English proficiency who may have special needs, concentrates on four areas: language, observation, testing, and learning prob-

lems. The main part of the manual has eight sections dealing with the following topics: (1) observation techniques and methods; (2) modifications in the regular classroom for specific learning problems and learning styles, including strategies for the non-reader; (3) discussion of learning problems in behavioral terms; (4) reading assessment and techniques; (5) the child's language patterns; (6) general testing procedures, including a discussion of types of tests, standardized testing, criterion-referenced testing and testing the culturally and linguistically different child; (7) Chapter 766, a comprehensive Massachusetts law that requires children with special needs to be provided with education in accordance with those needs; and (8) the teacher in an advocate role, with a list of state and federal agencies teachers can contact to obtain services for their students. The remainder of the volume provides glossary, bibliography, and several appendices containing check lists and time sample sheets for the observational stage, a guide for non-biased assessment, language dominance/language proficiency tests, tests on learning problems, and resources. (AMH)

ED 202 222 FL 012 286
Reyes, Maria And Others

BECA (Bilingual Education Centro de Accion)

Program Handbook for Student Teachers and Supervisory Personnel.

Texas Woman's Univ., Denton. Coll. of Education.
Pub Date—80

Note—101p; Developed by the Office of Bilingual Programs.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, *Bilingual Teachers, Educational Objectives, English (Second Language), Higher Education, *Program Descriptions, Spanish, *Student Teaching, Teacher Education, Teacher Evaluation
Identifiers—*Bilingual Programs

This manual is a reference guide for both student teachers and supervisory personnel involved with the Texas Woman's University Bilingual Education "Centro de Accion" (BECA) Program. The BECA program includes the following components in addition to the fulltime BECA undergraduate program: para-professional training program, graduate programs for teachers, teacher trainers, school supervisors, and administrators. The manual covers the following areas: (1) a description of the BECA program; (2) an overview of field experiences; (3) basic assumptions of the teacher-training program; (4) competencies for bilingual teachers; (5) the degree plan; (6) objectives of the professional sequence; (7) an outline of the BECA junior level program; (8) the senior, or student teacher, level program; (9) the role of the student teaching supervisory personnel; (10) samples of student teacher appraisal and assessment forms; and (11) an appendix containing the university's student teaching program policies. (AMH)

ED 202 223 FL 012 288
Strage, Amy A.

Communicative and Analytic Strategies in Naturalistic Second Language Acquisition.

Pub Date—Oct 80

Note—15p; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Code Switching (Language), Discourse Analysis, French, Language Research, *Learning Processes, Psycholinguistics, *Second Language Learning, Young Children
Identifiers—French Speaking

The interaction of two elementary-age American children with their bilingual mother and French-speaking peers was monitored to determine learning strategies in a natural French immersion situation. Seven strategies were discovered, each of which provided the necessary ingredients of processable input, practice, and feedback to the language learning formula. The strategies are: (1) proposal of rules and activities; (2) identification and early mastery of idiomatic expressions; (3) repetition masking as information exchange; (4) practice of phonological, paradigmatic, and syntagmatic substitutions; (5) incorporation of new vocabulary items by guessing from context; (6) effecting a modification of input to make it processable; and (7) compensatory code switching. Two variables found to relate to the selection of strategies were the relationship between

the nonverbal context and the ongoing talk, and the people who were involved in the conversations. (JB)

ED 202 224 FL 012 289

Lindeman, Mary L.

Suggestion in Education: The Historical Path of Suggestopedia.

Pub Date—Jan 79

Note—44p.; Paper presented at the Conference of Texas Teachers of English to Speakers of Other Languages (4th, Clear Lake City, TX, January 1979).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Hypnosis, Language Processing, *Learning Theories, Memory, *Second Language Learning, Teaching Methods

Identifiers—*Suggestopedia

Although techniques of autosuggestion in personal development have a long history in some Eastern cultures, suggestibility as a character trait first came into focus in the West with the "animal magnetism" of Franz Mesmer. The uncovering of the nature and phenomena of hypnosis resulted in a steady and enduring interest in this state of heightened suggestibility. Much research has been done on hypnosis, although results have often been conflicting and no final answers to some basic questions have been discovered. The failure to establish consistently the ameliorative effects of hypnosis on learning and retention has been especially frustrating to those who would introduce hypnosis into education. Nevertheless, there does seem to be a consensus that hypnosis and related suggestive techniques, under proper control, can be valuable educational tools when used subtly and selectively. Of the suggestive techniques currently in classroom use, Georgi Lozanov's suggestopedia, used in foreign language teaching, is notable for its attempt to fuse the relaxed-state suggestion that characterizes Eastern mystics with the principle that all education is to one extent or another based on suggestion. (JB)

ED 202 225 FL 012 291

Pate, Wayne, Ed.

A Compendium of Papers on Federal Programs.

Texas Woman's Univ., Denton. Coll. of Education, Spons Agency—Office of Education (DHEW), Dallas, Tex. Regional Office 6.

Pub Date—80

Note—175p.

Pub Type—Collected Works - General (020) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Children, Disabilities, *Economically Disadvantaged, Elementary Secondary Education, *Federal Legislation, *Federal Programs, Females, Financial Support, Migrant Children, Preschool Education, Program Administration, Sex Fairness

Identifiers—Bilingual Programs, *Elementary Secondary Education Act Title I, Indian Education Act 1972

These papers, prepared by graduate students at Texas Woman's University as part of an internship program, are presented in three sections: (1) overview and administration of federal programs; (2) Title I of the Elementary and Secondary Education Act; and (3) some procedural considerations in the development of federal programs. The specific topics include: (1) theory and past interpretation in education of the administration and management of federal programs; (2) Title IX dealing with equal rights for women; (3) the Rehabilitation Act, Section 504; (4) education and the migrant child; (5) Project Head Start; (6) Title I: overview, implementation, unique features, and innovative characteristics, administrative implications, migrant education programs, and financial assistance to local education of children of low-income families; (7) talent search; (8) the Indian Education Act of 1972; (9) vocational education for handicapped students; and (10) education of the preschool handicapped child. (AMH)

ED 202 226 FL 012 292

Golub, Lester S.

Literacy Development of Bilingual Children.

Pub Date—[80]

Note—26p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Competency Based Education, Educational Legislation, Elementary Secondary Education, Immersion Programs, Interference (Language), Language Maintenance, Mexican Americans, Puerto Ricans, Reading Instruction, *Reading Skills, *Second Language Instruction, Social Influences, *Spanish Speaking, Teaching Methods, Test Bias, Transitional Classes, *Writing (Composition)

Identifiers—*Limited English Speaking, Psychological Influences

This paper reviews research conducted in the field of bilingual literacy from 1966 to June 1980. Citing numerous research works, it focuses on the contributions to the understanding of the development of English reading and writing skills by Hispanic pupils in the United States. Congress requires bilingual education programs to assist educationally disadvantaged, limited English proficiency (LEP) children. These programs are typically transition- or maintenance-oriented. Six research categories which affect literacy development are discussed: (1) instructional methodology, (2) interference and linguistic constructs, (3) psychological and social variables, (4) code breaking and initial reading, (5) writing, and (6) testing and evaluation. Based on the research cited, five generalizations are formed: (1) given adequate attention, LEP Hispanic children can attain a level of functional literacy adequate for monolingual English school programs; (2) the literacy development of children in bilingual programs stressing native language maintenance may vary but will equalize over time; (3) little is known about how literacy affects cognitive development; (4) little is known about how literacy skills in the native language are transferred to English language literacy development; and (5) research needs to be done on the written English language proficiency of LEP students. (JK)

ED 202 227 FL 012 299

Trescases, Pierre

Possible Pedagogical Applications of a Talking Computer Terminal for the French-Speaking Blind to Foreign Language Teaching.

Pub Date—Apr 80

Note—20p.; Paper presented at the Annual Kentucky Foreign Language Conference (33rd, Lexington, KY, April 24-26, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *French, *Pronunciation Instruction, *Second Language Instruction, Spelling Instruction, Vocabulary

Identifiers—International Phonetic Alphabet

A computer system developed as a database access facilitator for the blind is found to have application to foreign language instruction, specifically in teaching French to speakers of English. The computer is programmed to translate symbols from the International Phonetic Alphabet (IPA) into appropriate phonemes for whatever language is being learned. In the case of French, the resulting "vocalization," while not efficient enough to be a good guide to the details of French pronunciation, is conducive to the construction of exercises designed to teach phoneme-grapheme correspondence. A table of rules for translation from French text to the IPA offers the advantage of presenting the graphical-sound correspondences of standard French in a very concise manner, with only a few constraints. The insertion of a frequency list of the 5,000 most used words in French makes the program further conducive to a great variety of exercises involving vocabulary learning. (JB)

ED 202 228 FL 012 301

Bialystok, Ellen Frohlich, Maria

Oral Communication Strategies for Lexical Difficulties.

Utrecht State Univ., The Netherlands.

Pub Date—80

Note—29p.; Small type.

Journal Cit—Interlanguage Studies Bulletin; v5 n1 p3-30 1980

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adults, Communicative Competence (Languages), *Error Analysis (Language), French, Individual Differences, *Language Processing, Language Proficiency, Language Research, *Learning Processes, Psy-

cholingistics, *Second Language Learning, *Speech Communication

This study examined the conditions for the selection of certain communication strategies in terms of the inferring ability of the learner, the formal proficiency level attained, and the features of the communicative situation (task requirements). Two groups of 17-year-olds—one studying advanced French and the other French as part of a "core" program—and 14 adults in a civil service French program were the subjects. All were administered a cloze test, a Danish sentence translation task, and picture reconstruction and description tasks. Based on test results, a typology of oral communication strategies was constructed, to which the distinction between first- and second-language-based strategies was fundamental. Strategies were found to be categorizable according to their relationship to two factors: attention to the linguistic aspects of the target item, which exists along a continuum of usefulness to learning objectives; and learner characteristics, which help determine predominance of first- or second-language-based strategies. Specifically, it was found that inferring ability determines strategy selection and use, once proficiency has achieved a sufficient level of expertise. Finally, strategy choice was found to be highly contextual. (JB)

ED 202 229 FL 012 303

James, Carl

Contrastive Analysis.

Pub Date—80

Note—208p.

Available from—Longman, Inc., 19 West 44th St., New York, NY 10036 (\$9.00).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Case (Grammar), *Contrastive Linguistics, Descriptive Linguistics, Discourse Analysis, Educational Planning, Error Analysis (Language), Interlanguage, Language Usage, Morphology (Languages), Pragmatics, Psycholinguistics, *Second Language Learning, Sociolinguistics, Structural Grammar, Syntax, Transformational Generative Grammar

Contrastive analysis is viewed as an interlinguistic, bidirectional phenomenon which is concerned with both the form and function of language. As such, contrastive analysis must view language psycholinguistically and sociolinguistically as a system to be both described and acquired. Due to the need for a psychological component in the analysis, the notion of transfer is discussed. Setting a theoretical framework, the book takes a microlinguistic approach and in concentrating on syntax examines the effect of contrastive analysis of alternative descriptive models—structuralist, transformational-generative, and case grammar. The models are used as means to isolate general grammatical categories of unit, structure, class, and system applicable to all descriptive frameworks. Principles for the practical application of contrastive analysis at various language levels are also presented. Addressing the contextual side of language, the book adopts a macrolinguistic approach in a discussion of pragmatics, text analysis, conversational analysis, and contrastive discourse. Contrastive analysis is presented as a useful contributor to studies in interlanguage and the predictability of learner difficulty. Combined with error analysis, contrastive analysis is a useful tool for educators interested in adjusting their teaching to their students' knowledge. The appendix lists locations and directors of various contrastive analysis projects. (JK)

ED 202 230 FL 012 304

Luszczyk, M. A. Bacharach, V. R.

Developmental Pragmatics: Linguistic and Extralinguistic Bases of Early Conversations.

Pub Date—81

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Language, *Language Acquisition, Language Research, *Pragmatics, Psycholinguistics, Young Children

Identifiers—*Referents (Linguistics)

The inferential use of linguistic and extralinguistic information in structuring conversations was studied in 90 three- and five-year-old children. Pictures portraying an actor-action-object relation, e.g., a

child picking a flower, were used to guide conversational sequences. Both active pictures (which emphasized an action relating actor and object via postural cues) and static pictures (which did not) were used. Linguistic topics were implied by prefacing each picture with comments topicalizing actor, action, or object. Neutral control groups were run in which no topic was implied and, in an explicit control group, the actor's action on the object was directly topicalized for three-year-olds. Neither actor, action, nor object productions of three-year-olds varied significantly with topic; explicitly defining a topic increased the incidence of action and object responses and induced pronominalization or ellipsis of actor. Five-year-olds ellipsed or pronominalized actors for implied object and gave fewer action and object productions when actor was implied. Indefinite articles were used more than definite by both groups. Five-year-olds are clearly sensitive to implicit linguistic topics, whereas three-year-olds seem to require explicit topic definition for contingent replies. The increase in object utterances to active pictures is taken to support the notion that extralinguistic information may guide early linguistic productions and conversations. (Author)

ED 202 231 FL 012 305

Garvey, Catherine Greaud, Valerie
Factors Influencing the Form of Continued Nominal Reference in Children's Talk.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Oct 80

Note—13p.; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Language Acquisition, Language Research, Nouns, Pronouns, Psycholinguistics, Young Children
Identifiers—*Referents (Linguistics)

Twelve pairs of three-year-olds and twelve pairs of five-year-olds were monitored in a play situation; their transcribed speech was examined for use of nominal reference, with attention to pronominalization and ellipsis. For the corpus of nominal references, there was a clear trend toward normal progression from specific indefinite to definite to reduced form, and from specific definite to reduced form. When reduction did occur, pronominalization was the preferred form for maintaining reference, followed by demonstrative reference and ellipsis, in that order. Substitution and comparative reference were rare. The magnitude of scope, measured in number of clauses during which reference was maintained, did not positively affect the restoration of the full form. The effect of a cue condition was to permit reduction of initial referent form. The effect of other conditions (pretend, new referent, new information, no response, identification) was to block reduction. Within each situational condition, the incidence of utterances was different for the two age groups. However, the proportion of utterances that were reduced by the older children was not significantly different from the proportion reduced by the younger children in any of the conditions. (JB)

ED 202 232 FL 012 306

Graves, Zoe R.
The Effect of Context on Mother-Child Interaction: Interactional Channel Selection for the Viewing Audience.

Pub Date—Oct 80
Note—40p.; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Science Research, Child Language, *Interaction Process Analysis, *Language Acquisition, Language Research, Lower Class, Middle Class, *Mothers, *Parent Child Relationship, *Pragmatics, Psycholinguistics, Research Problems, Socioeconomic Status, Young Children

Twenty dyads—ten middle-class mothers and ten lower-class mothers and their two-year-old children—were videotaped in a play situation. Variables in speech and utterance production were examined for change across condition (awareness or ignorance of being observed) and across socioeconomic class within condition. The number of utterances was significantly greater in the observed condition for both classes. Utterance length of mothers was found to be

not only lower than for speech directed toward an adult listener, but to be context sensitive as well. In the observed condition, middle-class mothers' speech was consistently shorter than in the unobserved condition; for lower-class mothers, this relationship was reversed. Both classes of mothers increased gestural production and asked more questions in the observed condition. Socioeconomic status affected the production of several syntactic forms, as well as the distribution of utterances across pragmatic categories. Naming and action games increased in the observed condition for both classes, as did overall interaction; aspects of gaming and interaction were also found to be class-sensitive. These findings call into question the traditional literature on the representativeness of data across contexts and on the relationship of socioeconomic class and effectiveness of maternal teaching. (JB)

ED 202 233 FL 012 307

Draizar, Andrea
Rapid Linguistic Change in Recovery from Aphasia.

Pub Date—80
Note—17p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Antonio, TX, December 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aphasia, Intonation, Language Handicaps, Morphology (Languages), *Neurolinguistics, Nouns, *Speech Therapy, Syntax, Time Perspective, Verbs

Identifiers—Anaphora, Boston Diagnostic Aphasia Examination

Changes in frequency of occurrence of the following linguistic variables in recovery from aphasia due to left temporal lobe lesions are analyzed in text and graphs: (1) quantity of verbalization, (2) syntactic structure: subject-verb-object vs. topic-comment, (3) syntactic complexity, (4) nouns and verbs, (5) morphology, (6) anaphora, and (7) intonation. Two groups of aphasics with left temporal lobe lesions were evaluated on the basis of a conversation and a picture description task. Each group was then placed into a different therapy program. The results illustrate the following: (1) The analysis of linguistic data collected from aphasics must take into account the issue of static vs. evolving language systems. Temporal studies encompassing periods of recovery are more accurate indicators of actual linguistic deficits. (2) Aphasics with temporal lobe lesions undergo a recovery process that tends to follow a pattern of increasing syntacticization equivalent to the patterns of language acquisition in children and evolving systems such as pidgins into creoles. (3) A combination of sequencing training and the use of picture story sequences in aphasia language therapy is a more effective approach to remediation than more traditional techniques involving abstract drills and test questions. (Author/JK)

ED 202 234 FL 012 313

Sung, Robert
Fa Keih Reading Series, Book 2.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—80
Note—287p.; For related documents, see ED 176 553-554.

Language—Chinese; English

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Bilingual Education, *Chinese, Chinese Culture, *Criterion Referenced Tests, Instructional Materials, *Reading Materials, Secondary Education, Second Language Instruction, *Sino-Tibetan Languages, *Teaching Guides
Identifiers—Bilingual Education Act Title VII 1968

This packet of materials contains three elements: (1) "Teachers's Guide to Fa Keih Reading Series, Book 2"; (2) "Fa Keih Reading Series, Book 2," the student text; and (3) "Criterion Referenced Test" to accompany the student text. The reading series is designed for students who are interested in continuing to learn Chinese at the secondary level. This set of materials is intended primarily for grade 8. The introductory material in the teacher's guide is in English; otherwise, the texts are in Chinese. (AMH)

ED 202 235 FL 012 314

Papalia, Anthony
Integrated French and Spanish Curricula: Language Planning, Communicative, Linguistic and Cultural Interactions.

New York State Association of Foreign Language Teachers.

Pub Date—80
Note—51p.

Language—English; French; Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communicative Competence (Languages), *Cultural Awareness, *Curriculum Development, *French, Language Styles, *Notional Functional Syllabi, Secondary Education, *Second Language Instruction, *Spanish, Speech Communication, Teaching Methods

Two guides are presented to assist in organization of a thematic approach to instruction in French and Spanish that is helpful in integrating language and culture. Each booklet contains the following elements: (1) a general introduction to the factors that must be present in the teaching situation for real communication to take place, and to communicative functions, situations, and cultural insights; (2) an outline of an integrated French or Spanish curriculum according to themes, possible functional grammatical structures, possible cultural points, and natural interactional use of the language; (3) a discussion of teaching for communication including examples of speech acts, language registers, and a brief consideration of the difference between focus on content and focus on method; (4) a listing of language functions and formulae in the foreign language; and (5) rhetorical strategies in French or Spanish used in functional language. A list of the teachers who participated in the graduate courses and in the groundwork for the two booklets is provided. (AMH)

ED 202 236 FL 012 316

Mackay, Ronald, Ed. Palmer, Joe Darwin, Ed.
Languages for Specific Purposes. Program Design and Evaluation.

Report No.—ISBN-0-88377-184-5

Pub Date—81
Note—126p.
Available from—Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, MA 01969 (\$9.95).

Pub Type—Books (010) - Opinion Papers (120) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Discourse Analysis, *Languages for Special Purposes, Language Styles, *Needs Assessment, Postsecondary Education, *Program Design, Program Evaluation, Second Language Programs, Teaching Methods

Identifiers—*Registers (Linguistics)

This collection of research on curriculum and program development in languages for special purposes (LSP) contains the following papers: (1) "LSP Curriculum Development—From Policy to Practice," by Ronald Mackay and Maryse Bosquet; (2) "The Problem of Needs Assessment in English for Specific Purposes: Some Theoretical and Practical Considerations," by Noel W. Schutz and Bruce L. Derwing; (3) "An Analytic Approach to Language Program Design," by Lyle F. Bachman and Gregory J. Strick; (4) "Register Research Design," by Joe D. Palmer; (5) "Discourse Analysis," by Joe D. Palmer; (6) "Toward a Theory of LSP Methodology," by Martin Keith Phillips; and (7) "Formative Evaluation in Specific Purpose Program Development," by Lyle F. Bachman. (AMH)

ED 202 237 FL 012 318

Hearings on Foreign Language and International Studies. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Sixth Congress, Second Session (September 10 and 17, 1980).

Pub Date—Sep 80
Note—139p.; Not available in paper copy due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Training, *Educational Needs, Elementary Secondary Education, Federal Government, Government Role, *Hearings, Higher Education, *International Studies, *Second Language Instruction

Identifiers—Congress 96th

These hearings concerned a proposed Foreign Language Assistance Act and a Congressional Resolution designed to promote the study of foreign languages and international affairs at all levels of education in the United States. Testimony was given by concerned members of Congress, keynoted by former Senator J. William Fulbright, as well as by representatives of the academic community, public schools, and professional organizations involved in foreign language education. A consensus of all who testified is that: (1) foreign language study in the United States is in very poor shape; (2) most American students graduate from high school with a dangerously incorrect and incomplete knowledge of other nations and cultures; (3) international competence is essential if American business is to be competitive and if the government is to have adequate intelligence and the good will on non-English-speaking countries; and (4) the educational situation will be improved only if positive incentives are offered for foreign language study, incentives that are likely to be effective only if they represent a substantial commitment by the federal government. (JB)

ED 202 238 FL 012 319

Schuster, Donald, Ed.

The Journal of Suggestive-Accelerative Learning and Teaching.

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

Pub Date—78

Note—89p; Part I of the Proceedings of the International Conference on Suggestive-Accelerative Learning and Teaching and Suggestopedia (3rd, April 21-23, 1978).

Journal Cit.—Journal of Suggestive Accelerative Learning and Teaching; v3 n3 Fall 1978

Pub Type—Collected Works - Serials (022) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Humanistic Education, *Instructional Innovation, Postsecondary Education, Reading Instruction, *Relaxation Training, Remedial Reading, *Second Language Instruction, Teaching Methods

Identifiers—Suggestion, *Suggestopedia

The following articles are included in these proceedings: (1) "Teaching Remedial Reading with SALT," by Jean Taylor; (2) "Commentary to the 'Cinematographic Report,'" by Joseph Goldin; (3) "Interpretations of the Lozanov Method," by W. Jane Bancroft; (4) "Is a Little SALT a Dangerous Thing?" by Owen L. Caskey; (5) "Problems Related to the Application of Lozanov's Method in Different Countries," by Bagriana Belanger; (6) "Language in New Dimensions," by Michael Schmidt; (7) "Spice it up: Try SALT," by Kay U. Herr; and (8) "An Introduction to SALT/Suggestopedia," by Allyn Prichard. The minutes of the Conference for Suggestology, (Sofia, Bulgaria, December 11-16, 1978) and a series of announcements complete the issue. (AMH)

ED 202 239 FL 012 321

Gates, Stephen J.

Language Testing and the Notion of "Authenticity."

Pub Date—80

Note—13p; Paper presented at the Kentucky Foreign Language Conference (April 24-26, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Context Clues, Interviews, *Language Tests, Objective Tests, Postsecondary Education, Secondary Education, *Second Language Instruction, *Test Validity, Writing (Composition)

As a reaction to the popularization of so-called "discrete point" tests of language proficiency, that is, tests that evaluate control of a sample of specific linguistic items, a number of testing formats which provide a more global, integrative measure of language proficiency have been proposed or revived in recent years. Some of these measures are: oral interviews, written compositions, and cloze tests. Among the advantages often cited for this latter approach is the greater face validity of such tests; they require subjects to perform tasks which more closely mirror language use in the "real world." The thesis of this paper is that claims about face validity, or "authenticity," to borrow a term Widdowson (1976, 1978) uses in connection with the nature of

learning materials, are often based on an oversimplified notion of face validity and are thus to a large degree specious. An examination of a number of widely used "integrative" testing formats will reveal that face validation encompasses at least four variables and that a testing format which would be fully face valid would be impractical and uneconomical for most settings. The conclusion of the above argument is that the only truly authentic language tests are those which take place outside the context of a language instruction setting. The implication of this for statistical approaches to test validation are outlined. (Author/AMH)

ED 202 240 FL 012 322

Orimeyer, Carolyn R. Goldstein, Beth L.

Comparing Modes of Instruction Used in Learning to Listen to and Understand English as a Second Language.

Pub Date—23 Feb 80

Note—15p; Narrow type may result in uneven reproduction.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *Advance Organizers, Audiotape Recordings, Auditory Stimuli, Chinese, *English (Second Language), Higher Education, *Language Proficiency, *Listening Comprehension, *Recall (Psychology), *Second Language Learning, Teaching Methods, Videotape Recordings

Identifiers—Hong Kong

This research is a practical investigation of the effectiveness of the methods and modes which have been used to increase the listening comprehension skills of Chinese speakers learning English as a second language (ESL). A twelve-minute videotape, "Hawaii, Chinese Style," was chosen for the experiment because the language was authentic and the content was culturally familiar to the subjects. It was hypothesized that the audio mode, without visual representation, would be more effective than the video for learning to listen to and understand ESL. The subjects, 112 university students enrolled in a required course in ESL for students with limited English proficiency, were randomly assigned to the audio or the videotape. They were given a short introduction about the content, and were allowed to listen to the material twice. Immediate recall of information on the tape was tested by administering an objective test devised by the teachers after the second exposure to the material. An analysis of the data confirmed the working hypothesis, but it is suggested that the results be interpreted with caution because testing for proficiency via print permits some interpretation of factual information and some degree of inference. (AMH)

ED 202 241 FL 012 323

Anderson-Levitt, Kathryn M.

The Meaning of "Searching" in a French First Grade.

Pub Date—80

Note—54p; Paper presented at the Annual Meeting of the American Anthropological Association (79th, Washington, DC, December 6, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Classroom Communication, Elementary Education, *Ethnography, French, Grade 1, *Reading Instruction, Sociocultural Patterns, Sociolinguistics, *Speech Communication, *Teacher Behavior, Teaching Styles, Videotape Recordings, Young Children

To determine what counts as success in a French first grade, an ethnographer investigated what happens when the teacher "applies" her categories of "things students do" to particular situations. The category called "searching" served as an example. To produce a body of data, the teacher commented on videotapes of ordinary events in her classroom. However, perceptual cues which inspired her to say that a child was "searching" could not always be found within the videotaped incidents. The model of an informant who matches cues from the environment to a cognitive map did not work. Instead, the teacher's comments about the tapes had to be understood as speech acts in which she was accounting for previously stated theories about students. (Author)

ED 202 242 FL 012 324

Keller, Eric Warner, Sylvia Tabo

Gambits: Responders, Closers & Inventory. The Third of Three Modules.

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Report No.—ISBN-0-660-10068-1

Pub Date—79

Note—62p; For an earlier version, see ED 154 613.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9 (\$2.70).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Class Activities, *Discourse Analysis, *Educational Games, *English (Second Language), *Language Usage, Learning Modules, Postsecondary Education, Pragmatics, Second Language Instruction, Speech Instruction

A "gambit" is any of the hundreds of brief, idiomatic rejoinders, rhetorical phrases, or comments that are essential to fluent conversation. This textbook fosters familiarity with such phrases in English by encouraging their use in the carrying out of a series of provocative class exercises, including a handwriting analysis and a "love test." Types of phrases covered include responses of agreement and disagreement, indecision and ignorance, acceptance and rejection, disbelief and consensus, sympathy and lack of sympathy, hesitation, encouragement, complimenting, and closing phrases. An index by key words is appended. (JB)

ED 202 243 FL 012 325

Foster, L. And Others

Exploring Student Attitudes in Australia Towards Ethnic Language Maintenance and Bilingual Education. Research Report.

LaTrobe Univ., Bundoora (Australia).

Spons Agency—Australian Committee on Education, Research and Development, Victoria.

Pub Date—80

Note—148p; Broken type in appendices.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Attitude Measures, *Bilingual Education, *Ethnic Groups, Foreign Countries, *Language Attitudes, *Language Maintenance, Migrant Education, Migrant Programs, Questionnaires, Secondary Education, *Student Attitudes

Identifiers—*Australia (Melbourne)

Students in grades seven, nine, and eleven from 38 post-primary state and private schools in Melbourne, Australia were given a language attitude survey. A structured interview schedule was administered to school staff representatives. Data analysis was guided by a review of language policy as expressed in official reports and an original ethnolinguistic vitality model for schools. Major findings are cited. A highly complex language situation and low institutional support for migrant-oriented programs and services exist in these schools. Bilinguals hold more favorable attitudes toward ethnic language maintenance and bilingual education than do monolinguals. The perceived attitudes of parents, friends, and teachers differed between monolinguals and bilinguals, with the former reporting consistently negative attitudes and the latter generally positive. Reasons indicated by monolinguals for bilingual education were the ability of monolinguals to learn a new language and of migrants to learn more subject matter. Bilinguals indicated bilingual learning would enable migrants to continue learning their own language. The findings, presented in text and tables, yield implications and recommendations of use to educators. Appendices provide samples of the student opinion survey and the student language attitude study, and a synopsis of the pilot study. (Author/JK)

ED 202 244 FL 012 326

Foster, L. Comp. And Others

Evaluation of Factors Associated with Success in Bilingual Education. Research Report.

La Trobe Univ., Bundoora (Australia). Centre for the Study of Teaching and Human Interaction.

Spons Agency—Australian Education Research and Development Committee, Canberra.

Pub Date—80

Note—246p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Achievement Gains, Formative Evaluation, Instructional Materials, Models, Parent Attitudes, Program Effectiveness, Program Evaluation, School Surveys, Secondary Education, Student Attitudes, Teacher Attitudes
Identifiers—Bilingual Materials, Bilingual Programs

The Multilingual Project is a model of bilingual education that uses a student-centered approach specifically designed for the multilingual classrooms of Australia. The aim of this evaluative investigation was to demonstrate gains in learning that take place as a result of the use of multilingual units, and to identify the characteristics of students who profit most in terms of gains in demonstrated learning from multilingual materials. Subjects were students, teachers, and parents drawn from secondary schools in the Melbourne area. Although all students gained on the achievement tests, gains were greater for those students whose native language was not English. Materials and the program as a whole were well received by students, teachers, and parents. Recommendations concerning the future of the Multilingual Project are made. Although the program is deemed to be operating under adverse conditions, the trends documented in this report indicate that the theoretical assumptions of this model of bilingual education have an empirical application. (Author/JB)

ED 202 245 FL 012 329

Diagnosis and Intervention in Bilingual Special Education: Searching for New Alternatives. Proceedings. Publication #11704-39-300-1-80.
Massachusetts State Dept. of Education, Boston. Bureau of Special Education.

Pub Date—10 May 78

Note—54p.; Revised versions of papers presented at the statewide conference of the Bilingual Special Education Planning Project (Boston, MA, May 10, 1978).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, Bilingual Students, Cultural Pluralism, Early Experience, Educational Needs, Educational Resources, Elementary Secondary Education, English (Second Language), Exceptional Persons, Language Proficiency, Parent Child Relationship, Reading Difficulties, Screening Tests, Sociolinguistics, Special Education, Testing, Vocational Education

Identifiers—Limited English Speaking

The following articles, edited versions of the principal speakers' presentations on bilingual special education, are presented: (1) "Cultural Diversity: Implications for Educational Change," by Dr. William Parker; (2) "Criteria for Identification, Placement, and Transfer of Transitional Bilingual Students," by Yolanda Ulloa; (3) "How to Utilize the Resources Available at the National Assessment and Dissemination Center at Lesley College," by George De George; (4) "A Model for Kindergarten and First Grade Screening of Non-English Speaking and Bilingual Children," by Marjorie K. Delgado; (5) "A Parent-Child Model of Early Intervention," by Diane Franklin; (6) "Process for Training Teachers in the Assessment of Language Proficiency of Bilingual Children," by C. Freytes and C. Rivera; (7) "Sociolinguistic Dimensions of Bilingual Assessment," by Dr. Alvino Fantini; (8) "Special Education for the Hispanic Child: A Ten Point Action Plan," by Manuel Sedo; and (9) "Vocational Education for the Bilingual Student with Special Needs," by Carol Denker. (AMH)

ED 202 246 FL 012 331

Escamilla, Manuel. Cogburn-Escamilla, Kathy. A Comparison of English and Spanish Syntactic Language Development in Young Spanish Speaking Mexican-Americans in Maintenance Bilingual-Bicultural and Pull-Out ESL Programs.

Pub Date—Oct 80

Note—28p.; Paper presented at the Annual Conference on Language Development (5th, Boston, MA, October, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, English (Second Language), Language Acquisition, Language Maintenance, Language Research, Mexican Americans, Primary Education, Second Language Learning, Spanish Speaking, Syntax, Young Children

Identifiers—Limited English Speaking

A study is reported whose purpose was to investigate if a relationship existed between Spanish and English language development in young Spanish speaking Mexican-Americans. One half of the children involved in the study were in maintenance bilingual-bicultural programs. The other half were in pull-out ESL programs. Using the descriptive survey design, data were collected from 100 first grade children attending four elementary schools in West Los Angeles County which operated both maintenance bilingual-bicultural and pull-out ESL programs. The Bilingual Syntax Measure English and Spanish tests were administered to the students on a pre- and post-test basis to measure English and Spanish dominance and language development. The Home Survey Questionnaire was developed to obtain demographic information and to determine if all students were from homes where Spanish was the main language. The major conclusions were as follows: (1) Learning two languages simultaneously as in a maintenance bilingual-bicultural program does not retard the development of language skills in English. (2) Exposure to one type of program does not facilitate either English or Spanish language development more than another program. (3) Proficiency in one language facilitates the acquisition of a second language. (4) Intensive exposure to only English does not facilitate English language development more than a maintenance bilingual-bicultural program. (Author/AMH)

ED 202 247 FL 012 334

Green, Judith L., Ed. Wallat, Cynthia, Ed. Ethnography and Language in Educational Settings.

Report No.—ISBN-0-89391-035-X

Pub Date—81

Note—356p.; Volume V in the series "Advances in Discourse Processes."

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (\$29.50)

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Communication Research, Discourse Analysis, Educational Research, Elementary Secondary Education, Ethnography, Social Cognition, Sociolinguistics, Student Teacher Relationship

This compilation includes the following essays: (1) "Conversational Inference and Classroom Learning" (John J. Gumperz); (2) "Persuasive Talk—The Social Organization of Children's Talk" (Jenny Cook-Gumperz); (3) "Ethnography—The Holistic Approach to Understanding Schooling" (Frank W. Lutz); (4) "Triangulated Inquiry—A Methodology for the Analysis of Classroom Interaction" (Maurice J. Sevigny); (5) "Issues Related to Action Research in the Classroom—The Teacher and Researcher as a Team" (Cynthia Wallat and others); (6) "Entering the Child's World—Research Strategies for Field Entry and Data Collection in a Preschool Setting" (William A. Corsaro); (7) "When is a Context? Some Issues and Methods in the Analysis of Social Competence" (Frederick Erickson and Jeffrey Shultz); (8) "Mapping Instructional Conversations—A Sociolinguistic Ethnography" (Judith L. Green and Cynthia Wallat); (9) "Cultural and Situational Variation in Language Function and Use—Methods and Procedures for Research" (William S. Hall and Larry F. Guthrie); (10) "Social Dominance and Conversational Interaction—The Omega Child in the Classroom" (Olga K. Garnica); (11) "Analysis of Teacher-Student Interaction—Expectations Communicated by Conversational Structure" (Louise Cherry Wilkinson); (12) "Discussion—Needed Directions in Face-to-Face Interaction in Educational Settings" (Barbara Hutson); (13) "Beyond Instructional Context Identification—Some Thoughts for Extending the Analysis of Deliberate Education" (Normand R. Bernier); and (14) "Inference in Preschool Children's Conversations—A Cognitive Perspective" (Carl H. Frederiksen). (JB)

ED 202 248 FL 012 335

Brazil, David. And Others. Discourse Intonation and Language Teaching.

Report No.—ISBN-0-582-55366-0

Pub Date—80

Note—205p.

Available from—Longman, Inc. 19 West 44th Street, New York, NY 10036 (\$9.00).

Pub Type—Books (010) — Guides - Classroom -

Teacher (052)

Document Not Available from EDRS.

Descriptors—Communicative Competence (Languages), Connected Discourse, English (Second Language), Intonation, Language Patterns, Oral Reading, Paralinguistics, Phonology, Postsecondary Education, Second Language Instruction, Semantics, Speech Communication, Suprasegmentals

Identifiers—University of Birmingham (England)

This account of the intonation of English is part of ongoing research at the University of Birmingham, England. It attempts to take account of how intonation contributes to the communicative value of an act of speech. An introductory chapter provides a short discussion of some crucial terms: pitch, loudness, stress, rhythm, and tone unit. The seven chapters which follow discuss these aspects of intonation: (1) tone, (2) key, (3) the tone unit, (4) social meanings connected with tone, (5) key and termination, (6) intonation and discourse structure, and (7) reading intonation. An eighth chapter compares this description of the intonation of English with two other systems, one by O'Connor and Arnold, and the other by Halliday. The final chapter on intonation and language teaching considers critically the view of intonation that existing teaching materials present; it also makes some suggestions as to the kind of syllabus that might be derived from the model, and possible exercise types. Chapters 1-6 conclude with exercises on the intonation principles described in the chapter. (AMH)

ED 202 249 FL 012 336

Lewis, E. Glyn

Bilingualism and Bilingual Education: A Comparative Study.

Report No.—ISBN-0-8263-0532-6

Pub Date—80

Note—456p.

Available from—University of New Mexico Press, Albuquerque, NM (\$30.00).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Bilingualism, Community Characteristics, Comparative Analysis, Cross Cultural Studies, Cultural Differences, Diachronic Linguistics, Educational Policy, Elementary Secondary Education, Ethnicity, Ethnology, Language Attitudes, Language Variation, Sociolinguistics

Identifiers—Bilingual Programs, France (Brittany), Ireland, Scotland, United States, USSR, Wales

This volume combines a discussion of bilingual education in three parts of the world, the Soviet Union, the Celtic countries of Western Europe, and the United States, with an outline of a theory of bilingualism and bilingual education. The first part of the book investigates how various systems derive from different combinations of identical elements. The identification of variables is undertaken along with an analysis of the social and linguistic environment of the communities in which the bilingual programs are set. Part Two "Case Studies," is on the historical development and the current extent of multilingualism in the Soviet Union, the Celtic countries, and the United States. This section of the book deals with the primary and secondary variables that have to do with the causes of direct contact between different groups and with the nature of the contact that has been established. The final section of the book deals with justifications of bilingual education, that is, a consideration of attitudes and rationales for languages and bilingual education. It includes discussion of attitudes to languages in contact, and of needs, policies, and programs in bilingual education. Appendices provide a critique of the use of census returns in such a study, and an outline of the structure of bilingual education in Welsh Elementary Schools. (AMH)

ED 202 250 FL 012 339

Dunbar, Ronald W.

Context and Syntax: The Effect of Discourse Pragmatics on Clause-Structure in German.

Pub Date—Mar 80

Note—13p.; Paper presented at "Beyond the Sentence," the Annual University of Wisconsin/Milwaukee Linguistics Symposium (9th, Milwaukee, WI, March 7-8, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Descriptive Linguistics, *Discourse Analysis, *German, Pragmatics, Sentence Structure, *Structural Analysis (Linguistics), *Syntax Identifiers—Subordinate Clauses

The option of verb-final versus verb-second (V2) order in subordinate clauses in German is subject to regularity when discourse context is taken into account. The artificial rule which places the verb at the end of any subordinate clause obliterates the feel for discourse structure that is still present in colloquial German. The option of using V2 order in a number of syntactic environments is conditioned by at least three discourse-pragmatic factors: lack of discourse-presuppositional material, topic switch, and speaker empathy. The fact that the three features combine to effect a particular syntactic device (V2) leads to the conclusion that the syntactic device has an additional, discourse-pragmatic function, and that the three features involved might be in some way closely related. The most striking common element among them is one of "speaker assertion." This means not only that parataxis and hypotaxis are probably assertorically related concepts, but also that "assertion" can probably be made not only at a logical-semantic level, but also at a discourse and even an emotional level. (Author/JB)

ED 202 251 FL 012 340

Casler, Frederick H.

Adult Reading of Ancient Languages.

Pub Date—Dec 80

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, *Classical Languages, Postsecondary Education, *Reading Instruction, *Second Language Instruction, Teaching Methods

Traditionally, students of ancient languages have been taught to translate rather than read. The four most popular current approaches to language instruction—the grammar-translation method, the direct-reading or inductive approach, the audiolingual method, and the structural approach—all have inherent deficiencies that are magnified when applied to an ancient language. An innovative program produced by the Joint Association of Classical Teachers, entitled "Reading Greek," seems to combine the best features of these methods. Teachers should be aware that adults face these problems in learning an ancient language: (1) the need to have everything—especially non-Roman alphabets—carefully explained; (2) scarcity of time available for study; (3) absence of a living source informant; and (4) the question of relevance. The designer of a program should provide for extensive work on the alphabet, choice of a general vocabulary, structural analysis, work on memorizing techniques, structured drills, and a selection of readings that reflects the goals of each lesson. (JB)

ED 202 252 FL 012 341

Cohen, Andrew D., Ed.

The Neurolinguistics of Second Language Learning.

Pub Date—80

Note—68p.; Summary of proceedings of a symposium sponsored by the Carl and Durga Spiro Foundation (Rio de Janeiro, Brazil, April 8-11, 1980).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingualism, *Language Processing, *Language Research, Linguistic Theory, *Neurolinguistics, *Second Language Learning, Teaching Methods

These proceedings are a collection of papers by researchers in neurology, bilingualism, linguistics, and the neurolinguistics of bilingualism. Topics are addressed using neurolinguistic data for second language learning, learning models for second language acquisition, and implications for teaching and research. Summaries of the following papers are included: (1) "Lateralization in Bilinguals," by L. Obler; (2) "Polyglot Aphasia," by M. Paradis; (3) "Second Language Acquisition Theory," by S. Krashen; (4) "Neurofunctional Issues in Bilingualism," by H. A. Whitaker; (5) "Neurolinguistic Explanations of the Differences between Language Teaching Methods," by K. Diller; and (6) "Genera-

tion of New Ideas for Teaching and Research," by C. B. Paulston. The papers have prepared commentaries by the following: H. Goodglass, J. B. Gleason, V. Fromkin, and A. D. Cohen. A general discussion of the papers concludes the volume. (AMH)

HE

ED 202 253 HE 012 580

Houwing, J. F., Ed. Kristjanson, A. M., Ed.

Inventory of Research into Higher Education in Canada, 1980.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—80

Note—92p.

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1 (\$4.00).

Language—English; French

Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Administrative Organization, Adult Education, College Administration, College Curriculum, College Instruction, College Role, College Students, Educational Finance, Educational History, Educational Objectives, Extension Education, Females, *Foreign Countries, *Higher Education, Personnel, Program Descriptions, *Researchers, *Research Projects

Identifiers—*Canada, Canadian Studies

This eighth edition of the annual inventory of research on higher education in Canada contains descriptions of over 380 research, innovative, and experimental projects currently in progress or completed in 1979. The projects, entered in the language in which they were reported (English or French), are in six categories: general (accreditation, organization and structure, research, history, philosophy, objectives, Canadian studies, pedagogical services, bibliographies, status of women, international development); administration, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. Information on each project includes: title, a brief description, estimated date of completion, researchers' names and addresses, a source of details if other than primary researchers, and title and other information on any publications resulting from the work. This is a supplement to and not a replacement of previous inventories. (MSE)

ED 202 254 HE 012 786

Citizenship of Students and Faculty in Canadian Universities. A Statistical Report. AUCC Policy Studies. Study No. 2.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—Nov 79

Note—144p.; Prepared by the Research Division of the Council of Ontario Universities on behalf of the Association of Universities and Colleges of Canada.

Available from—Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ontario K1P 5N1 (\$5.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Rank (Professional), *College Faculty, Data Collection, Degrees (Academic), Enrollment Trends, Foreign Countries, *Foreign Nationals, *Foreign Students, Higher Education, *Immigrants, Intellectual Disciplines, Recordkeeping, *Student Characteristics, *Teacher Characteristics

Identifiers—*Canada

A study was undertaken in 1976-77 of foreign students and faculty in all Canadian universities. "Foreign" is used to mean non-Canadian landed immigrants as well as non-Canadians in Canada on temporary visas, although the distinction is felt to be a very important one for further understanding. The two main sources of data were the federal Department of Employment and Immigration, and the Education, Science and Culture Division of Statistics Canada, which collects data from individual institutions. Discrepancies were found in the data from the two sources. The student statistical report includes sections on the collection and improve-

ment of student data; characteristics of students with unknown residence status; enrollment patterns of Canadians and non-Canadians; major field of study for both categories; sex, age, and length of time in Canada; and country of origin of non-Canadians. The faculty report includes sections on the collection and improvement of faculty data; characteristics of faculty with unknown residence status; origins and distribution of non-Canadian faculty; citizenship and immigration status by subject taught; degrees earned by Canadian and foreign faculty; faculty rank; previous employment of university teachers; and age and year of first appointment. Substantial data tables are included. It is concluded that: student and faculty data reporting has improved in recent years; although the proportion of non-Canadian students has not changed greatly, that of landed immigrants versus visa-holders has been affected by immigration regulation changes; and the heaviest influx of foreign faculty has been from more established graduate schools in the United States and Europe. (MSE)

ED 202 255 HE 012 788

Sabbatical Leave Policies at Canadian Universities.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—Mar 79

Note—216p.

Available from—Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ontario K1P 5N1 (\$5.00).

Language—English; French

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, *College Faculty, Eligibility, Faculty Development, Financial Support, Foreign Countries, Higher Education, National Surveys, *Personnel Policy, Position Papers, *Sabbatical Leaves, Universities

Identifiers—*Canada, University of Manitoba (Canada)

The manual consists of three sections: an overview describing aspects of sabbatical leave policies at Canadian universities with accompanying charts; the text of the sabbatical leave policies in effect as of February 1, 1979 at each Association of Universities and Colleges of Canada member institution; and a report provided by the University of Manitoba entitled "Sabbatical Leaves: An Essential Feature of Academic Life," prepared by the university's senate committee on sabbatical leave. The overview deals with features not included in the majority of written policies and features that have distinct regional characteristics. Frequently recurring leave features are found in the charts. Charts have four sections: some conditions of eligibility, application and decision, financial support, and other conditions. All information is based on written policies as found in faculty handbooks or collective agreements, or in the case of two institutions without written policies, on information provided by universities. The written leave policies of the member institutions are reproduced in their entirety. The University of Manitoba report presents a rationale for the existence of a sabbatical leave policy, demonstrating the need for the benefits such leave provides. (Author/MSE)

ED 202 256 HE 012 811

Lawson-Smith, Cecily

The Lecture—A Vital Component of University Life: A Guide to Assist Faculty.

McGill Univ., Montreal. Office of Educational Development.

Report No.—ISBN-0-7717-0048-2

Pub Date—78

Note—28p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *College Instruction, Communication Skills, Grading, Higher Education, *Lecture Method, Student Motivation, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness, Teaching Skills, *Teaching Styles

Identifiers—Note Taking

Major elements involved in lecturing are considered, and the views of six professors concerning lecturing are included. The importance of preparing the lecture and being thoroughly familiar with the material are stressed. Adequate preparation eliminates the need for the professor to read notes during

the lecture. The need to be sensitive to attentiveness and moods of students in the classroom and the usefulness of changing pace in the lecture process are noted. Techniques for challenging students or arousing classes who are sleepy are described. Views on the structure of an individual lecture ranged from the belief that the material should have a definite beginning, middle, and end to the opinion that the lecture should be loose and open. The relationship between research and teaching, attitudes toward the use of instructional aids, the use of course outlines/notes, notetaking by students, and the use of textbooks are considered. All of the interviewed professors grade their students on a combination of things, including papers, assignments, class tests, and final examinations. The grading system of each professor is described. Their enthusiasm for teaching and students as a factor influencing lecturing, course, and the importance of a sense of humor are discussed. It is concluded that the three humanities professors want to motivate their students to learn to develop enthusiasm for their fields, and hopefully to gain insight into what they consider to be important problems. Concepts and frames of references, rather than details, are of greater importance. The three science and engineering professors aim for clarity. (SW)

ED 202 257 HE 013 224
Advanced Dental Education: Recommendations for the 80's. Issues in Dental Health Policy.

American Association of Dental Schools, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Sep 80

Note—69p.

Available from—American Association of Dental Schools, 1625 Massachusetts Ave., N.W., Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Clinical Experience, *Dentistry, *Family Practice (Medicine), Financial Support, Futures (of Society), *Graduate Medical Education, Higher Education, Position Papers, Program Development, Researchers, Scientific Research, *Specialization, Student Financial Aid
 Identifiers—American Association of Dental Schools

Six statements of working principles and 11 major recommendations falling within those areas, as established by the Task Force on Advanced Dental Education, are presented. Supporting recommendations are also provided. The six principles include: (1) no change is recommended in the present goal of predoctoral education, to prepare students for independent general practice; (2) the interests of society are best served by a profession of general practice dentists and on-going comprehensive care; (3) an adequate mix and number of dental specialists is needed to complement general practice care; (4) dentists with specialized training should engage primarily in their specialties; (5) educators and research scientists are essential to the profession and society, and their preparation must be ensured by the profession; and (6) change in such a diverse and complex profession should be realized gradually and with minimal disruption to the existing workforce. The 11 major recommendations address: monitoring predoctoral dental education; program capacity in advanced education for general practice; number of first-year clinical dental specialty positions; review and possible restructuring of specialty recognition; patient care revenues as a major source of advanced clinical program support; model general practice program development supported by government and other agencies; standard financial information system development for advanced programs; stipends for all dentists in advanced general practice education programs; increased support for education and research preparation programs; financial aid for dentists entering education and research programs; and creation of an independent commission on advanced education in medicine and dentistry. (MSE)

ED 202 258 HE 013 295

Follow-Up of May 1980 Graduates.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—Oct 80

Note—212p.

Available from—Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*College Graduates, *Education Work Relationship, *Employment Opportunities, Employment Statistics, Graduate Surveys, Higher Education, *Labor Force, Occupational Information, Occupational Mobility, Occupational Surveys, Statistical Surveys

Identifiers—Texas

Procedures and statewide results are presented from a survey of a sample of May 1980 graduates from selected public senior colleges in Texas. The nine institutions involved in the study included North Texas State University, Southwest Texas State University, Texas A&I University, Texas Tech University, Texas Women's University, the University of Houston Central Campus and the University of Texas at El Paso. Figures include graduates by institutions, sample survey questionnaires, and responses to the survey. The list of tables includes: total population and responses to Question "A"; annual salary by program; salary information by program; occupation to program match; location of employment; and related occupations. Appendices include the format for submission of graduate lists and the letter sent to graduates with the survey. The tabulated results of the survey are listed in Tables 1 through 6. Each table has a section for baccalaureate degrees and a section for graduate degrees. The results include: two areas, Houston and Dallas-Fort Worth, account for about 50 percent of all jobs reported by graduates; 89 percent of all baccalaureate degree respondents and 82.4 percent of those with graduate degrees took jobs in Texas; and 62.2 percent of all baccalaureate level respondents actively entered the job market following graduation. (LC)

ED 202 259 HE 013 451

Acheson, Keith A.

Classroom Observation Techniques. IDEA Paper No. 4.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date—Jan 81

Note—5p; Not available in paper copy due to small print.

Available from—Kansas State University, Center for Faculty Evaluation and Development, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Communication, *Classroom Observation Techniques, *College Instruction, Data Analysis, Higher Education, Instructional Improvement, Interaction Process Analysis, Nonverbal Communication, *Student Behavior, Student Participation, Student Teacher Relationship, *Teacher Behavior, Teacher Effectiveness, Teacher Evaluation, Verbal Communication

Techniques for observing the classroom behavior of teachers and students are examined. These techniques provide a framework for analyzing and understanding classroom interaction, for making decisions about what should be happening, and for changing instructional behavior when it is necessary. The observation methods allow collection, analysis, and presentation of accurate, objective, useful, and persuasive data. Persuasive data contain no value judgments. One method is the selective verbatim technique, which involves having the observer record what is actually said within the confines of a category previously specified by the teacher. Some common categories for selective verbatim include: teacher questions, teacher responses to student statements, teacher directions and assignments, teacher responses to questions, verbal mannerisms, teacher reward and praise statements, teacher criticism, student responses to teacher questions, student questions, and student initiated statements. Examples are presented as illustration. A seating chart can be the basis for several types of informal records about the teachers' and students' classroom behavior. It is primarily used to measure nonverbal behavior, but it is sometimes useful for

measuring verbal behavior. The basic element is a diagram, examples of which are included. Seating charts are useful for analyzing "at task" behavior: data indicating whether or not individual students were engaged in the task or tasks the teacher indicated were appropriate. A verbal flow chart is one way of analyzing how classroom procedures inhibit, encourage, or allow students to participate in classroom interactions. A list of common teaching activities and a technique for recording them for analysis is included. (SW)

ED 202 260 HE 013 528

Jozefowicz, Adam Kluczynski, Jan

Determinants and Options in the Development of Higher Education in Poland.

United Nations Educational, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—UNESCO-C80; UNESCO-ED-80-WS-24

Pub Date—Jan 80

Note—76p.

Available from—The UNESCO Press, 7, Place de Fontenay, Paris, France F-75700.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, College Role, Decentralization, Economic Change, Economic Climate, *Educational Demand, Educational Trends, *Education Work Relationship, *Enrollment Trends, *Foreign Countries, *Higher Education, Job Skills, Labor Needs, Lifelong Learning, Nontraditional Education, Occupational Aspiration, School Business Relationship, School Organization, *Social Influences, Trend Analysis

Identifiers—Poland

Trends affecting the future development of higher education in Poland are considered. It is projected that the demographic pool of higher education enrollment will in 1995-2000 return to a level roughly comparable with the peak pressures for college entry in the years 1971-75. It is suggested that demographic changes alone can explain but a fraction of a complex problem of social needs for further education. Enrollments may increase because of the more universal character of the future secondary school, the higher educational attainments of parents, and improvements of living standards. Additionally, the adult population may in the future matriculate to a greater extent in higher education for the purposes of lifelong education. In Poland, the role of higher education has been influenced by increased demand for higher education in the 1970s, vocational preferences, and changes toward less traditional forms of education. It is estimated that for 1976-2000 the following developments will occur: a reduction in the work-age population, a shift in the economic employment structure from agriculture to services, a stabilization of the initial level of branch-specific nonmanual jobs, and a decrease in the average annual growth rate of personnel with higher education in the public sector. It is suggested that the manpower approach is a weaker premise for higher education planning than are demographic and social forecasts, since economic growth cannot be reliably forecasted. Suggestions for higher education include the following: the three-level educational pyramid should be eliminated; direct ties should be established between the employer and higher education; and schools should have greater control over the course content as opposed to central planning. (SW)

ED 202 261 HE 013 593

Pasch, Marvin

Outcome Evaluation: Student Development Program, Special Studies Division, Cleveland State University.

Cleveland State Univ., Ohio.

Pub Date—15 May 80

Note—24p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Academic Persistence, Basic Skills, *Compensatory Education, *Developmental Studies Programs, Diagnostic Tests, *Educationally Disadvantaged, Higher Education, Interviews, Program Evaluation, Questionnaires, Recordkeeping, School Holding Power, State Universities, Student Attrition, Student Records, Surveys

Identifiers—Cleveland State University OH

Techniques and procedures used to evaluate the

outcomes of the student development program, and to use the evaluation results, are presented. Specific evaluation questions are posed that address overall outcomes, not individual student outcomes, and quantitative measures are suggested to accompany the questions. The measures include statistical data from student records and phone survey results. Data analysis and interpretation procedures are suggested for both types of quantitative measures. Observations are made about recent program outcomes, based on these factors: substantially more students are now served; rate of dismissal in the program has doubled in recent years; probability of student success in completing at least one course is 60 to 70 percent; program students do accumulate credit hours in other university units; attrition rate is 60 to 70 percent; students have been generally satisfied with the program, especially the reading and writing portions; and dissatisfied students felt they had been incorrectly placed. Accompanying data support recommendations that an internal review of the math program take place, diagnostic testing be reviewed for effectiveness, insights into student performance be shared with interested parties, this study be done biennially, and accuracy of records be improved. The student interview form, student record form, and summaries of interview responses from 1975-76 and 1979-80 are appended. (MSE)

ED 202 262 HE 013 596

Sheridan, Patrick J. Howley, Barbara Ann
Salaries of Engineers in Education: Special Report, 1980.

American Association of Engineering Societies, New York, N.Y. Engineering Manpower Commission; Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date—Nov 80

Note—49p.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, NY 10017 (\$15.00).

Pub Type—Tests/Questionnaires (160)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), Administrators, *College Faculty, Contracts, Doctoral Programs, Educational Background, Employment Statistics, Engineering Education, *Engineers, Higher Education, Private Colleges, Researchers, *Salary Wage Differentials, School Surveys, State Colleges, *Teacher Salaries, Teaching Experience, Technical Institutes, Two Year Colleges

Data on salaries of engineers in education in 1979-80 are presented. Salaries were reported as a function of years since graduation at the bachelor's degree level or as a function of age. Information is broken down according to six academic ranks, two contract periods, and three types of institutions: engineering schools with PhD programs, those without PhD programs, and technical schools with two-year or nonengineering curricula only. Salaries include base salary and any regular allowances that are equivalent to salary, but do not include payment for extra teaching outside of the normal academic contract, consultation fees, or other professional or personal income. Data were obtained from 291 institutions covering 11,907 engineering graduates. The survey questionnaire provided for the tabulation of salaries by academic rank and years of experience. Data for selected groups are presented in the form of plotted curves, below which are printed the data points on which they are based. The data tables also include mean salaries and the number of salaries within each column, and they list the number of salaries above \$51,000 or below \$14,000. Data are presented in four groupings: (1) tables of median and mean salaries for the different combinations of rank, type of institution, and months on contract; (2) salary curves for all educational institutions combined; (3) curves for engineering schools broken down by academic rank and most prevalent lengths of contract, with separate data for PhD-granting and other institutions; and (4) curves for technical schools broken down similarly. A list of participating schools, a sample questionnaire, and blank charts for personal use are appended. (SW)

ED 202 263 HE 013 597

Howley, Barbara Ann Bonadonna, Rosanna
Engineering and Technology Degrees, 1980. Part I - By School. Summary Data by School, Curriculum Group, and Degree Level.

American Association of Engineering Societies, New York, N.Y. Engineering Manpower Commission.

Pub Date—Nov 80

Note—66p.; For related documents, see HE 013 598-599. Not available in paper copy due to marginal legibility of original document.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, NY 10017 (\$25.00).

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Associate Degrees, Bachelors Degrees, College Curriculum, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, *Engineering Education, Engineering Technology, Females, Foreign Nationals, Foreign Students, Higher Education, Industry, Majors (Students), Masters Degrees, Minority Groups, Private Colleges, State Universities, Student Certification, *Technical Institutes, *Technology

Data on 1980 engineering and technology degrees by schools, curriculum group, and degree level are presented. Degree data for each school are arranged in tabular form with columns for the 21 most prominent curriculum groups, totals for the school, and information on each school's accreditation and control status. There are separate tables for each of four degree levels in engineering, four in engineering technology, and four in industrial technology. At the end of each table are summaries of the number of special categories of students; i.e., women, foreign nationals and four minority groups (black, Hispanic, American Indian, and Asian/Pacific). For engineering degrees, data are presented from 288 schools that offer the degree at the bachelor's level or higher; the data are essentially complete for all engineering schools in the United States. In some cases curricula have been grouped under generic headings, rather than under the title reported by the school, as only 21 curricula categories are available for reporting purposes. The engineering technology and industrial technology tables show data for selected schools, including all schools on the Accreditation Board for Engineering and Technology accreditation lists for 1979. Unlike the engineering degrees, the technology degree totals do not represent national totals because they include only selected schools responding to the survey. (SW)

ED 202 264 HE 013 598

Howley, Barbara Ann Bonadonna, Rosanna
Engineering and Technology Degrees, 1980. Part II - By Minorities. Detailed Data for Minority Groups, Women, and Foreign Students.

American Association of Engineering Societies, New York, N.Y. Engineering Manpower Commission.

Pub Date—Nov 80

Note—147p.; For related documents, see HE 013 597-599. Not available in paper copy due to marginal legibility of original document.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, NY 10017 (\$25.00).

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), American Indians, Asian Americans, Associate Degrees, Bachelors Degrees, Black Students, College Curriculum, *Degrees (Academic), Doctoral Degrees, *Engineering Education, *Engineering Technology, *Females, Foreign Nationals, *Foreign Students, Higher Education, Hispanic Americans, Industry, Majors (Students), Masters Degrees, Mexican Americans, *Minority Groups, Private Colleges, State Universities, Student Certification, Technical Institutes, *Technology

Data on 1980 engineering and technology degree graduates are presented for six categories of students. Tables appear for each of the following: women, foreign nationals, blacks, Hispanics, American Indians, and Asian/Pacific groups. Data are presented for four degree levels in engineering, four in engineering technology, and four in industrial technology. The engineering tables include data for 288 schools that offer the degree at the bachelor's level or higher; the data are essentially complete for

all engineering schools in the United States. In some cases curricula have been grouped under generic headings, rather than under the title reported by the school, as only 21 curricula categories are available for reporting purposes. The engineering technology and industrial technology tables show data for selected schools, including all schools on the Accreditation Board for Engineering and Technology accreditation lists for 1979. Unlike the engineering degrees, the technology degree totals do not represent national totals because they include only selected schools responding to the survey. (SW)

ED 202 265 HE 013 599

Howley, Barbara Ann Bonadonna, Rosanna
Engineering and Technology Degrees, 1980. Part III - By Curriculum. Detailed Data by Curriculum Title and Accreditation.

American Association of Engineering Societies, New York, N.Y. Engineering Manpower Commission.

Pub Date—Nov 80

Note—142p.; For related documents, see HE 013 597-598. Not available in paper copy due to marginal legibility of original document.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, NY 10017 (\$25.00).

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), American Indians, Asian Americans, Associate Degrees, Bachelors Degrees, Black Students, *College Curriculum, *Degrees (Academic), Doctoral Degrees, *Engineering Education, *Engineering Technology, Females, Foreign Nationals, Foreign Students, Higher Education, Hispanic Americans, Industry, *Majors (Students), Masters Degrees, Mexican Americans, Minority Groups, Private Colleges, State Universities, Student Certification, Technical Institutes, *Technology

Data on 1980 engineering and technology degree graduates are presented by curriculum and accreditation status. Each of 29 different engineering or technology curricula groups is listed in order, giving the schools offering such programs, number of degrees awarded at each level, and the number received by six special categories of students; i.e., women, foreign nationals, blacks, Hispanics, American Indians, and Asian/Pacific groups. The curricula titles include the exact title provided by each school. The tables also indicate those curricula that are accredited by the Accreditation Board for Engineering and Technology. In a few cases both accredited and unaccredited curricula are shown for the same school. (SW)

ED 202 266 HE 013 641

Lewis, Stephen R., Jr.
Williams in the Eighties. A Report to the President of Williams College.

Williams Coll., Williamstown, Mass.

Pub Date—Jun 80

Note—78p.

Available from—Williams College, Williamstown, MA 02167.

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Budgets, College Faculty, *College Role, Compensation (Remuneration), Endowment Funds, Facility Planning, Higher Education, Inflation (Economics), Liberal Arts, *Long Range Planning, Personnel Management, Position Papers, Private Colleges, Public Relations, *Resource Allocation, *Retrenchment, *Small Colleges, Student Financial Aid, Student Recruitment

Identifiers—Williams College MA

The final report of the Committee on Priorities and Resources for the 1980's of Williams College, a small private liberal arts college, is presented. Certain assumed conditions—slower economic growth, higher inflation and energy and book costs, and lackluster securities performance—form the basic constraints for college finances. The recruiting picture is relatively clear, though problematic. The mission of the college remains relatively stable. The college position is assessed as currently strong, with a high application rate and competitive costs, and gains in overall financial strength. Recommendations for long-term change include: two-percent real tuition rise per year; endowment growth approximating inflation; addition of six full-time faculty to

raise the student-faculty ratio to 12:1; reduction of nonacademic staff at 10 percent, through attrition; increased financial aid allocations; new capital funds of \$4.5 million per year; no major new construction, but investment in renovation and energy conservation measures; and unchanged student body size (1,900). Faculty size and library are exempted from cuts. Budget reductions are recommended in athletics, student services, dining operations, academic support services, and general administration. Increased support is proposed for faculty and staff compensation, faculty and staff mobility and development programs, programs to increase student-faculty interaction and faculty collegiality, public relations efforts, and expanded computer capacity. (MSE)

ED 202 267

HE 103 721

Leverenz, Theo. R.

Student Perceptions of Instructional Quality of Correspondence Study Courses: Report of a Nine School Comparative Study.

Spons Agency—Kentucky Univ., Lexington.

Pub Date—79

Note—112p.

Pub Type—Reports—Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Comparative Analysis, *Correspondence Study, *Course Evaluation, *Educational Quality, External Degree Programs, *Independent Study, Questionnaires, *Student Attitudes, Student Evaluation of Teacher Performance, Student Teacher Relationship, Summative Evaluation

The focus and purpose of this study are two-fold: (1) to assess, by means of an evaluation questionnaire, the academic quality of and satisfaction with correspondence study programs—causes, instructions, and administrative staff—as perceived by the students who enroll in and complete courses offered by them; and (2) to examine the population itself in terms of who enrolls in independent study courses and connections between various demographic factors such as age, sex, and marital status. Data were taken from a representative sample-in-time drawn from independent study students completing courses at nine midwestern and southeastern universities between December 1978 and April 1979. Among the results reported are: the majority of students rated their courses very good for academic quality; students were satisfied with teacher-student communication; no significant connection surfaced on demographic characteristics; and students reported willingness to take more independent study courses. An identified weakness was lack of active involvement and cooperation of college and university administrators in correspondence study; most students learned of the courses through other students. Appendices include: aggregate results; statistical tables; results of questions on administrative matters; and an evaluative questionnaire and a student data sheet. (LC)

ED 202 268

HE 103 723

Rowh, Mark C.

Off-Campus Students, Our Second-Class Citizens: Improving Self-Images.

Pub Date—[80]

Note—9p.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, *Commuter Colleges, *Commuting Students, *Economically Disadvantaged, Educational Counseling, Educationally Disadvantaged, Educational Quality, Higher Education, Low Income Groups, *Off Campus Facilities, *Rural Areas, Self Esteem, State Colleges, Student Attitudes, Student Characteristics, Student College Relationship, *Student Needs

Identifiers—*Bluefield State College WV

Needs of off-campus students in Southern West Virginia, and specifically students enrolled at Bluefield State College, are considered. The computer college has several off-campus locations, including one 60 miles away, and it serves a population that tends to have low educational attainment levels. One environmental factor that influences student attitudes is the classroom site, which in the rural setting may be located in a poorly maintained public building or store. Organizational factors, such as size of the off-campus center, student services, and course offerings, also influence student perceptions and self-images. Student characteristics need to be

assessed in understanding student perceptions. In the Bluefield State service area, off-campus students show a high degree of economic need and American College Test scores significantly below the state average, which is in turn lower than the national norm. It is suggested that in addition to needing access to counselors, students must have adequate opportunities to provide feedback to administrators. Steps taken at McDowell County to improve the off-campus situation are noted, including establishing a permanent secretarial position, using a newly established full-time faculty position in a liaison capacity, and implementing an individualized instructional center. (SW)

ED 202 269

HE 103 727

Forest, Robert F.

A Study of Societal Factors Influencing the Growth of Castleton State College: Implications for Future Trends.

Pub Date—Mar 79

Note—137p.; D.Ed. practicum, Nova University.

Pub Type—Reports—General (140)—Dissertations/Theses—Practicum Papers (043)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—College Environment, College Role, Community Influence, *Educational Demand, Futures (of Society), Governance, *Government School Relationship, Higher Education, Institutional Characteristics, Politics, Questionnaires, *Social Influences, *State Action, *State Colleges

Identifiers—*Castleton State College VT
Analyzed are certain societal factors—political, demographic, financial, public relations, student profiles, and mission statements as they have influenced the growth of Castleton State College since becoming a member of the Vermont State College system in 1961. Data for the study were gathered from a literature review of one of the daily newspapers in the area, an analysis of relevant institutional materials, and interviews with several key Castleton faculty. Appendices contain letters, notes, interview questions, an institutional goals inventory, and a service delivery plan for Castleton State College. It is concluded that there is a lack of support for Castleton State College by either the governor or some other administrative organization for capital outlay projected from 1979-1988 for the Vermont State Colleges. It is reported that Castleton, with the greatest student population, is planned to receive the least aid of all the campus-based state colleges. It is recommended that the Vermont State Colleges Board of Trustees, the Governor's office, state legislators, and the general public must be made aware of the uniqueness of Castleton State College in its role of providing higher education for the state and, in particular, for southern Vermont. A bibliography is provided. (LC)

ED 202 270

HE 103 737

Beck, Robert E.

Career Patterns: The Liberal Arts Major in Bell System Management.

Association of American Colleges, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Mar 81

Note—19p.; Paper presented at a conference sponsored by the Association of American Colleges (March 4, 1981).

Available from—Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (\$1.00).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrator Qualifications, *Business, *College Graduates, Communication Skills, Comparative Analysis, Employment Level, Higher Education, Interpersonal Competence, *Job Skills, Leadership Qualities, *Liberal Arts, Longitudinal Studies, Majors (Students), *Managerial Occupations, *Mathematics, Sciences, Vocational Followup, Writing Skills

Identifiers—*American Telephone and Telegraph Company

The potential and progress of liberal arts majors in management positions with the American Telephone and Telegraph Company were investigated in two studies. In the Management Progress Study, a total of 422 managers from six different operating companies were studied since their hiring in the mid-1950s. Of these, 274 were college graduates when employed. In 1977, a new project, the Management Continuity Study, was begun to examine differences and similarities between the new genera-

tion of college recruits and the last. The major method used to study the participants in both studies was the management assessment center, which has been the basis for determining potential for advancement. Assessment dimensions include the following: administrative skills, consisting of planning and organizing and decision-making; interpersonal skills, including such things as face-to-face leadership, oral communication skills; intellectual ability, including range of interests, general mental ability, and written communication skills; and managerial motivation, including need for advancement and financial motivation. The effect of educational level attained and college major in relation to these dimensions was analyzed. It was found that humanities and social science majors showed especially strong interpersonal skills and were similar to business majors in administrative skills and motivation for advancement. Their greatest weakness was in quantitative skills. The math and science majors were similar to the engineers in their strengths and weaknesses: they had strong quantitative skills but were weak in administrative and interpersonal skills and had rather low motivation for advancement. One overall conclusion is that there is no need for liberal arts majors to lack confidence in approaching business careers. (SW)

ED 202 271

HE 103 743

Brown, Peggy, Ed.

Computer-Based Learning.

Association of American Colleges, Washington, D.C.

Pub Date—May 81

Note—19p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Journal Cit—Forum for Liberal Education; v3 n7 May 1981

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)—Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Arabic, College Programs, *Computer Assisted Instruction, Computer Assisted Testing, Educational Technology, Higher Education, *Humanities, Instructional Innovation, *Liberal Arts, Music Theory, Program Descriptions, Religious Education, Sciences, Second Language Learning, Social Sciences, Sociology, Statistics, Vocabulary Development

Identifiers—Beaver College PA, California State College Bakersfield, Goucher College MD, Grinnell College IA, Metropolitan State University MN, Northern Kentucky University, Rensselaer Polytechnic Institute NY, University of Delaware, University of Minnesota, University of Texas Austin

Three essays on the ways in which colleges and universities use the computer as a teaching tool are presented, along with descriptions of 10 school programs that reflect the diversity of computer applications across the United States. In "A Place for Computing in Liberal Education," Karl L. Zinn likens the computer to personal resource tools, such as typewriters; cautions against making computing procedures more complicated than they need to be; and concludes that computers have a place in liberal education. In "Computers and Liberal Education in the Humanities and Social Sciences," Richard R. Johnson describes how computing technology will affect teaching in the humanities and social sciences. He believes that computers will have a positive effect on education and, in some applications, can bring people together more than books do. In "Computer-Based Teaching and the Sciences," Stanley Smith focuses on the ways in which computer-assisted instruction already is helping students in the sciences gain a better understanding of course materials. Program descriptions are given for the following: the Academic Computing Program at Grinnell College, computer-assisted instruction in religious studies at California State College at Bakersfield, computer-assisted instruction in music theory at Northern Kentucky University, the Office of Computer-Based Instruction at the University of Delaware, computers and elementary modern standard Arabic at the University of Texas at Austin, academic computing at Goucher College, a computer-assisted sociology course at Rensselaer Polytechnic Institute, computer-assisted instruction in Technical Terminology at the University of Minnesota, computer-based education at Metropolitan State University, and computer-assisted instruction in statistics at Beaver College. Additional programs are briefly described. (SW)

ED 202 272

HE 013 770

Edwards, J. M. B.

American Higher Education to 1985.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Feb 79

Contract—300-76-0026

Note—53p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Faculty, College Graduates, Educational Finance, Educational Policy, Education Work Relationship, Employment Opportunities, *Enrollment Projections, Full Time Faculty, *Futures (of Society), *Higher Education, Labor Market, Private Colleges, State Colleges, Teacher Supply and Demand

Projections concerning higher education from 1975 to 1985 are offered in relation to: job opportunities for persons with postsecondary education, postsecondary enrollment levels, the finances of postsecondary institutions, and job opportunities for Ph.D.s as full-time faculty members. It is suggested that the evidence points to difficulties of absorbing college graduates into professional and managerial jobs, or jobs believed to be suitable for graduates. It is proposed that graduates will find their education increasingly less relevant to their work. According to estimates for 1984-85, overall full-time equivalent college enrollment will be about the same as in 1975 (high estimate) or will decline by about 14 percent (low estimate); enrollment will have decreased slightly in the private sector and increased slightly in the public sector (high estimate), or the private sector will lose about 28 percent of its students and the public sector about 10 percent (low estimate); the ratio of graduate to undergraduate students will be the highest in history (high and low estimates). High and low estimates are presented for tuition and fees, state and local appropriations, student aid, and income from endowment and gifts. Among the projections are the following: costs per full-time equivalent student will be 40 percent higher in the private than in the public sector in 1985, and tuitions will rise between 37 percent (low growth) and 45 percent (high growth) from 1975 to 1985. It is suggested that if the low projection of enrollments materializes, the number of full-time faculty will decline by about 9 percent from 1975 to 1980 and by about 5 percent from 1980 to 1985. Additionally, an attempt is made to define policy issues and to suggest possible strategies for higher education in the 1980s. (SW)

ED 202 273

HE 013 772

Education and Earnings.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—May 80

Contract—300-78-0468

Note—230p.; Tables may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—College Graduates, *Educational Attainment, Educational Background, Educational Benefits, *Education Work Relationship, *Employment Opportunities, Employment Patterns, Higher Education, High School Graduates, Income, *Labor Force, Models, Occupational Surveys, *Outcomes of Education, *Salaries

The effects of additional years of education on earnings, employment prospects, and work establishment are analyzed, based on information contained in the Survey of Income and Education conducted in the spring of 1976. The effects of additional years of education upon earnings are translated in a variety of ways: less unemployment, higher wages for older workers, and the ability to command higher earnings while working fewer hours. Data are presented that show the weighted number of persons in the labor force, by level of education, among target groups. In most categories, the small number of workers in an age/education group limits statistical comparisons. The earnings of workers with different levels of education vary by age and sex, and also by whether they work full-time/full-year or have a lesser commitment in the labor force. The effect of education on earnings is also examined using a variety of regression techniques or models. One model attempts to explain

differences in the earnings of full-time/full-year workers as a function of their level of schooling, their experience, the number of hours worked, and whether they live in the South. A second model attempts to pinpoint the differential impact of grade school and postsecondary education upon earnings. This impact is measured for all workers, whites, minorities, handicapped, or non-English language background. The third model takes into account the amount of schooling, weeks worked, hours worked, the effect of public employment, and that of experience. A fourth model attempts to estimate the impact of education on earnings by major occupational groups in the labor force in 1975. The rationale for the models, findings, and implications for public policy are examined. (SW)

ED 202 274

HE 013 773

Froomkin, Joseph Andrews, Richard

Four Technical Notes on Higher Education Issues:

Parental Loans—An Option Paper. Options in the Reauthorization of the Higher Education Act. Statistical Needs to Estimate Demand and Supply of Graduate and Professional Minority Enrollment in Higher Education. Fine-Tuning the Level of Campus-Based Aid.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Feb 79

Contract—300-76-0026

Note—100p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Change, Change Strategies, *College Students, Data Bases, Educational Demand, Educational Finance, Educational Supply, Enrollment Projections, Federal Aid, Finance Reform, Government Role, Government School Relationship, Graduate Students, *Higher Education, Information Needs, *Minority Groups, Need Analysis (Student Financial Aid), Occupational Information, *Parent Responsibility, Parent Role, Resource Allocation, Statistical Data, *Student Financial Aid, *Student Loan Programs

Identifiers—*Higher Education Act 1965

Four articles on higher education issues are presented. In "Parental Loans—An Option Paper," Joseph Froomkin considers the rationale for and against public initiatives for parental loan plans, rationales for institutional parental loans, the demand for loans and probable cost to the government, and options/terms for loans. The distribution of benefits and the possibility of leveraging student loans and the federal role in encouraging institutional parental loan plans are addressed. In "Options in the Reauthorization of the Higher Education Act," Froomkin considers options for the major reconstruction, consolidation, and reduction of student aid programs, along with options for institutional aid programs. The possibility of consolidating student aid programs is suggested if the Basic Educational Opportunity Grant programs are transferred to the states. In "Statistical Needs to Estimate Demand and Supply of Graduate and Professional Minority Enrollment in Higher Education," Froomkin considers databases that address the supply of minorities with graduate education, the flow of minorities to graduate schools, and the demand for minorities in graduate programs. It is concluded that there is very little existing statistical information that clarifies the occupational distribution of minorities that also considers the discipline of their graduate degrees. There is some information by discipline about the numbers of persons with minority backgrounds with graduate degrees. In "Fine-Tuning the Level of Campus-Based Aid," Froomkin and Richard Andrews consider the following issues: whether aid should be adjusted by the cost of living, whether new statistics should be collected, the need for new data and a better definition of need, and the need for fine-tuning the allocation of aid. (SW)

ED 202 275

HE 013 782

Collins, LeRoy

To Think, To Choose, To Act.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-022

Pub Date—Aug 79

Note—20p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Danvers, MA, August 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Educational Quality, Educational Vouchers, Elementary Secondary Education, Government Role, Higher Education, In State Students, *Moral Issues, *Social Problems, *State Action, State Boards of Education, *State Colleges

Identifiers—*Florida, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Social, political, and business moral issues that impede solving public problems, and the situation in higher education, specifically in Florida, are considered. Problems in society that have a moral impact include the high rate of crime and an ineffective rehabilitation system for convicted criminals, illicit drug traffic, and the strength of special interest groups through campaign financing at all levels of government. The moral issue of educational quality has been addressed at all educational levels in Florida. Special remedial help for students in K-3 programs and more difficult standards for future teachers are among the state's efforts to improve the quality of education. Florida has funded the community college system to improve quality and has reestablished a state community college coordinating board to promote systemwide coordination, prevent duplication, and monitor the quality of programs at the 20 community colleges. The state legislature authorized the issuance of state vouchers of \$750 per year for Florida resident students for tuition costs in state private colleges. Objections to this action and problem areas, including an inefficient cabinet state board of education, are considered. (SW)

ED 202 276

HE 013 783

McGehee, Larry T.

Definitions of Quality.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-041

Pub Date—Jul 80

Note—9p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Antonio, TX, July 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, *Achievement Need, *Aspiration, Definitions, Individual Development, Individual Needs, *Performance, *Quality of Life, Self Actualization

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

A parable that addresses the issue of defining quality is presented. Among the lessons are the ideas that one needs to consider a specific quality rather than a broad use of the term, and that quality or excellence is not necessarily linked to originality, hard labor, size, common opinion, or expert opinion. It is suggested that in a free society there exists the freedom to be excellent or less than excellent, and that in a community, the mark of excellence is the mutual commitment to individual excellence in its members. However, the ultimate accountability is to oneself. What otherwise passes for excellence is most often an imposed and proximate excellence defined by others. It is questionable that a society can be excellent if it prizes efficiency more highly than it does excellence, and social orderliness more highly than individual development. Layers of routines and rules smother the individual excellences of those expected to produce the society's excellence. A free society needs to seek ways to encourage its individuals to define and desire their own excellences. (SW)

ED 202 277

HE 013 784

Nyquist, Ewald B.

Quality, Quangos, and the States.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-051

Pub Date—Jul 80

Note—36p.; Paper presented at a Seminar for State

Leaders in Postsecondary Education (San Antonio, TX, July 1980).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Accreditation (Institutions), *Accrediting Agencies, Consumer Protection, Coordination, *Educational Assessment, Educational Change, *Educational Quality, Government Role, *Government School Relationship, Higher Education, Institutional Evaluation, Public Policy, Regional Cooperation, *State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The ways that historical factors, public policies, and changes in higher education have influenced quality evaluation, accreditation, and ethical practices in higher education are considered. It is suggested that during the last two decades relationships between government and voluntary accrediting agencies have become alienated. Regulatory and coordinating functions have increased greatly as states have assumed coordinating, planning, accrediting, certifying, and licensing roles. The federal government also established accrediting agencies to determine institutional eligibility for federal funds. Voluntary accrediting agencies tried to coordinate efforts, both regional and professional, through a loose federation of the regional accrediting agencies. A major question is whether states should go beyond state licensure roles in seeking to improve the standing and quality of an institution or whether this function should be left to regional voluntary accrediting agencies. The need and the demand of society for consumer protection and accountability in higher education are considered. Among the abuses that need to be addressed are the following: questionable admissions and grading policies, failure to provide promised services or to offer courses listed, and questionable refund policies. Among the strengths of voluntary agencies are the following: they emphasize self-study, they help protect institutions against political encroachments by outside organizations, and they assist in promoting the diversity and pluralism of higher education. Among the criticisms of voluntary agencies are the following: standards for institutional accreditation appear to have dropped; regional agencies do not make their reports public; and they have not done much about off-campus extension centers, programs abroad, branches of parent schools, and education at military bases. (SW)

ED 202 278 HE 013 785

Pailthorp, Keith

The Many-Body Problem of Quality Oversight.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-053

Pub Date—July 80

Note—7p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Antonio, TX, July 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Accrediting Agencies, Certification, *Educational Quality, Eligibility, Higher Education, *Institutional Evaluation, State Boards of Education, *State Licensing Boards, State Standards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on oversight in postsecondary education and the advancement of quality education are considered. It is suggested that state licensing agencies need adequate resources and support to function in the difficult times postsecondary education is facing, state governing and coordinating boards need to dilute their planning and coordinating functions with the administrative duties involved in oversight, and colleges and universities need to forego their exemptions from state oversight in order to restore strength to licensing laws. Additionally, it is suggested that accrediting agencies need to enlist the participation of the best representatives of their best member institutions. It is also important to elevate the level of interest and participation in the regional associations to the highest policy levels of institutions. It is noted that there is no simple solution to the quality problem. (SW)

ED 202 279

Priest, Bill J.

Quality in Higher Education: A Community College Perspective.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-056

Pub Date—Jul 80

Note—10p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Antonio, TX, July 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College Admission, *College Role, *Community Colleges, Educational Assessment, *Educational Quality, *Evaluation Criteria, Higher Education, *Institutional Evaluation, Open Enrollment, Standards, Student Development, Two Year Colleges, Upper Division Colleges

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

A perspective on quality in higher education suggests that standards and assumptions about quality that have been traditionally accepted for upper level colleges are not applicable to community colleges. It is proposed that quality standards be established for community colleges to reflect their unique mission and goals. The most distinctive characteristic of the community college movement has been the absence of admission standards. It is suggested that this policy has provided access to higher education for all Americans, and has been the primary contributing factor to charges of low quality at community colleges. Research has indicated that selectivity in admissions is highly correlated with reputation for quality in higher education. It is noted that lack of admissions standards does not indicate a lack of concern about exit standards. The community college's comprehensiveness in academic offerings and the student-centered focus on teaching have also been criticized. Views that quality is linked to either specialization, an emphasis on research, prestige, or physical facilities are questioned, and it is proposed that there is a need to recognize that quality is rather a continuing process of critical self-examination that focuses on the institution's contribution to the student's intellectual and personal development. Student-centeredness, a focus on teaching, and responsiveness to change are characteristic of the community college and are part of the new view of quality for higher education. It is emphasized that the students and missions of community colleges are different than those of upper level colleges and that quality standards need to be somewhat different as well. (SW)

ED 202 280

Thrash, Patricia

Evaluating Quality: Roles, Relationships, and Responsibilities of States, Federal Agencies, and Accrediting Associations—The Perspective of the Regional Accrediting Commission.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-062

Pub Date—Jul 80

Note—11p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Antonio, TX, July 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, *Agency Cooperation, Agency Role, Eligibility, Evaluation Criteria, Higher Education, *Institutional Evaluation, *Regional Cooperation, *State Agencies, State Standards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The ways in which the regional accrediting commissions are responding effectively in the evaluation of rapidly changing postsecondary education institutions are described. Differences between the roles of the accrediting commissions and the state agencies are examined, and ways to develop more cooperative relationships are suggested. The primary means by which the accrediting commission deter-

HE 013 786

mines institutional effectiveness and provides this public assurance is through the accreditation process, a program of periodic evaluation. Among the developments that have occurred in the regional accrediting commissions to be responsive to changing conditions are the following: examination and revision of the commissions' processes for institutional evaluation, with more specific criteria for accreditation and clearer information; serious consideration of the due process components of the review process; sharpening of annual reports required of institutions so that changes of a limited nature can be discovered and monitored; and development of sequential evaluation processes for cooperative efforts across regional boundaries. Areas of continuing concern include: the evaluation of off-campus programs in another region, the evaluation of institutions with external graduate degrees, the specificity of standards or criteria, and the evaluation of institutions perceived as nontraditional. Among the differences between regional accrediting commissions and state agencies are the following: the focus of the regional accrediting commission is on the institution, while the focus of the state agency is the wise expenditure of state resources; the regionals treat public and private institutions alike; and accrediting commissions are private nongovernmental associations of institutions. Five ways to develop cooperative relationships between state and accrediting agencies are suggested. (SW)

ED 202 281

Barnes, R. Kenneth

Remarks on Financing Postsecondary Education.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-002

Pub Date—Dec 75

Note—7p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 16-17, 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Change Strategies, College Administration, College Planning, Cost Effectiveness, Curriculum Evaluation, Decision Making, *Economic Factors, Educational Assessment, Educational Finance, *Financial Policy, Financial Problems, *Higher Education, Money Management, Private Colleges, State Boards of Education, State Universities, *Statewide Planning

Identifiers—*Maryland, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Issues concerning the financing of higher education are considered with reference made to Maryland's status. It is suggested that money is a critical issue, that good management is needed to assure the best and wisest use of fiscal resources, and that the fiscal outlook for the future indicates that higher education planners must examine nonproductive or low payoff programs. The money that will be available for new programs in the future will be available through the recycling of existing dollars that are being spent in nonproductive areas. In recent years, state higher education coordinating agencies have played a major staff role in recommending major policy changes. Examples of critical issues in which these agencies have been involved include the approval of new institutions, new programs in existing institutions, and the coordination of an overall, statewide master plan for higher education. It is suggested that tuition charges and other curriculum charges for in-state and out-of-state students and the relationship of these charges to the dollars state and local governments appropriate for higher education must be thoroughly examined. It is projected that private higher educational institutions will demand and receive more state funds. Additionally, innovations in higher education in the late 1970s are viewed as necessary. For instance, higher education may need to utilize vacant dormitories rather than building additional dormitories at another nearby institution. The Maryland Department of Budget and Fiscal Planning relies heavily on the use of the Chase econometric model in projecting the state economy and its revenues. The need is noted, in any state, for higher education officials and budget officers to communicate fully early in the year in the preparation of the budget. (SW)

ED 202 282

HE 013 789

Bowen, Frank M.

Making Decisions in a Time of Fiscal Stringency: The Longer-Term Implications.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-009

Pub Date—Dec 75

Note—27p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, Case Studies, College Administration, *College Planning, Coordination, Cost Effectiveness, *Decision Making, Economic Climate, *Educational Finance, Educational Policy, Financial Problems, Fiscal Capacity, Higher Education, Long Range Planning, Organizational Objectives, Program Budgeting, Program Development, Public Policy, Resource Allocation, *State Government, State Officials, *Statewide Planning

Identifiers—*Planning Programming Budgeting System, *Seminars for State Leaders Postsec Ed (ECS SHEEO), University of Wisconsin System

The concept of traditional planning, programming, and budgeting systems (PPBS) is defined and compared with imperative planning, a term used to refer to whatever procedures higher education officials use to integrate program planning and budgeting. The University of Wisconsin system is described as an example of emerging budgetary practice in higher education, and it is claimed that imperative planning is succeeding in higher education while PPBS remains dormant in state government. The following major components of an operating, traditional PPBS process are defined: budget format, goals and objectives, cost-benefit analyses, multiyear projections, long-range planning, program procedures, budgetary procedures, and information procedures. Traditional PPBS was intended to guide and integrate all governmental activity. Imperative planning can be more easily implemented in higher education and PPBS in state government because of organizational similarity and a history of real or attempted program coordination. The origin of traditional PPBS is varied and often involves outside experts, while imperative planning not only originates with the executive heads of state systems, multicampus systems, and campuses, but has their ongoing support. Traditional PPBS was introduced into the states when resources were relatively plentiful, while imperative planning is higher education's response to resource scarcity. Proponents of imperative planning have less faith in quantitative analysis than seems to be required in traditional PPBS. Traditional PPBS was seen to promise the opportunity for governors and legislators to achieve specific objectives by reallocation of funds in the state budget. Few higher education administrators deal with dollars as an abstraction, and there are few illusions about the practical limits to shifting dollars to achieve program objectives. A bibliography is included. (SW)

ED 202 283

HE 013 790

Callan, Patrick M.

Closing Remarks (Conference on Financing Postsecondary Education).

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-013

Pub Date—Dec 75

Note—8p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Communication Problems, Conferences, Decision Making, *Educational Finance, Educational Policy, *Financial Policy, Financial Support, *Government Role, *Higher Education, Interprofessional Relationship, Management Information Systems, *Resource Allocation, State Agencies, *State Boards of Education, State Officials

Identifiers—*Seminars for State Leaders Postsec

Ed (ECS SHEEO)

Closing remarks from a conference of the Inservice Education Program/National Association of State Budget Officers are presented. It is suggested that the potential for communication problems between state higher education officers and budget officers is great. Areas in which improved communication can make a big difference include the avoidance of duplicate management information systems, and avoidance of dual or triple budget formats and submissions. The need for determining priorities and for internal budgetary reallocations in higher education was addressed at the conference. It is suggested that one of the reasons why educational policy decisions are often made by coordinating agencies and budget agencies is because of the reluctance of administrators and faculty to make these decisions. There have been cases of administrators forwarding new program proposals to the state for rejection because they did not want to say no to internal constituencies. It is suggested that institutions should show that service to people has been the major consideration in programmatic decisions. The need for each state to reexamine budgeting in the light of the incentives and disincentives that are built into the budget process was addressed at the conference. It is suggested that it is the responsibility of state higher education agencies to identify which policies are in the public interest when educational and fiscal considerations are the primary criteria. (SW)

ED 202 284

HE 013 792

Cook, M. Olin

Implications for the States Regarding the Relationship of the State Coordinating Agency with the Executive and Legislative Division of State Government in Meeting Budget Needs for Higher Education Systems.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-023

Pub Date—Dec 76

Note—8p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Oklahoma City, OK, December 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advisory Committees, *Budgeting, College Planning, Coordination, Decision Making, Government Role, *Government School Relationship, *Higher Education, Institutional Cooperation, Legislators, State Agencies, *State Boards of Education, State Government, State Officials, *Statewide Planning

Identifiers—Arkansas

The relationship of the state coordinating agency with the governor, the general assembly, and higher education institutions is addressed in relation to meeting budget needs for colleges and universities. Specific reference is also made to the state of Arkansas. It is suggested that the state coordinating agency should be in the position to be objective about the needs of the institutions of higher education as they relate to specific needs of the state. The agency and the board then must play the role of interpreting these to members of the general assembly and to the governor. The following principles are suggested when a state creates a coordinating agency in order to allow this agency to perform its functions adequately: (1) the staff of the coordinating agency should have a general background in higher education and should be capable of making objective decisions; (2) the staff of the agency as well as the supervisory board should have the ability to communicate educational needs and information to the governor and general assembly in terms that they can understand, and they should be able to assist in translating these needs in terms of the various other state agencies; (3) the coordinating agency should be free to look at the needs of the state without political interference from any of the various agencies of the state; (4) the budgets of higher education should be expressed in a manner that is acceptable to the governor and general assembly; (5) the budgeting process for institutions of higher education should be somewhat consistent with the budgeting for other agencies of the state government but should allow for unique differences; and (6) when budgeting for higher education is considered, competition with a particular region of the country should be avoided and allocating a continu-

ing percentage of general revenues for education is not advisable. (SW)

ED 202 285

HE 013 793

Glenny, Lyman A.

The Changing Relations Between Higher Education and Government: Budgeting Practices and Pitfalls.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-032

Pub Date—Aug 77

Note—45p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Big Sky, MT, August 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, *Budgeting, *College Planning, Decision Making, Educational Assessment, Educational Finance, *Financial Policy, *Government School Relationship, *Higher Education, Institutional Cooperation, Legislators, Long Range Planning, Management Information Systems, Organizational Climate, Power Structure, Program Evaluation, Resource Allocation, *State Agencies, State Officials

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Trends in state budgeting agencies' staffs, roles, functions and relative power, interagency relationships and relative power, and the effects of professional staffing on budget policy and on democratic practice and decision-making are considered. The following three types of legislative staffs that impinge directly on budget decisions are described: joint legislative budget staffs, budget committee staffs of the separate houses, and program or performance audit staffs. Great variety characterizes the quantity and quality of interrelationships of the legislative staffs, ranging from close supervision and coordination of all staff work by a single director, to the active antagonism of separately controlled committee staffs. In all but three states the governor has a professional staff devoted to budget development. In state higher education agencies, members of the technical budget staff are likely to be college graduates with previous budgeting experience. Interagency relationships among state staffs are considered in terms of the level of professionalism, openness in communication and information bases, role competition and confusion, and redundancy. Checks and balances and professional staffings in the executive and legislative branches and in coordinating agencies are discussed. The following functions of coordinating agencies are considered: planning and policy studies, information and management systems, program initiatives and control, and budget review of programs and services in relation to long-range plans and policy analyses. Additionally, the following duties of the executive budget office are addressed: determining the share of state revenue to be recommended to the legislature for higher education, making the technical and mathematical review of the budget, allocating funds, and conducting special financial policy studies. (SW)

ED 202 286

HE 013 794

Glenny, Lyman A.

State Staff and Issues for Budgeting Higher Education.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-033

Pub Date—Jan 76

Note—64p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Petersburg, FL, January 1976).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, *Budgeting, College Administration, *College Planning, College Presidents, *Educational Change, Educational Finance, Educational Trends, Government Role, *Government School Relationship, *Higher Education, Long Range Planning, Political Influences, Public Policy, *State Government, State Officials, Statewide Planning, Trend Analysis

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The change in climate of opinion and attitude toward higher education and the structural and political context within which it seeks support are considered with attention directed to state staffs. Studies have indicated that higher education has reached a new low in terms of priority among state services and that little long-range comprehensive planning is taking place at the state level. With some exceptions among the states, planners are not engaged in conceiving new initiatives in programming, in setting system goals, in reviewing or redefining institutional missions, or in establishing other parameters for the development of individual campuses within a system of public and private institutions. Legislators and governors have been found to be much concerned over the lack of direction or focus in higher education. Results of a 1975 survey of 2,500 college and university presidents on how institutions were responding and planning to respond to leveling enrollments and funding patterns are presented and analyzed. The administrators were sufficiently satisfied with their recent tactics and strategies for recruiting new clientele, adopting new programs, and meeting staffing needs, to report no major changes in activities beyond those already underway in 1974. It is suggested that governors and legislators want the state-level agencies and the institutions to take a more studied and aggressive stand on how and in what dimensions each campus will fit into the new spectrum of agencies and modes of education. State pressures for better and more comprehensive long-range planning are undoubtedly going to come from the politicians and will be directed at the state coordinating and planning boards. It is suggested that an aggressive, realistic planning mode is the best defense against imposition from without of roles and programs for an individual institution. (SW)

ED 202 287

HE 013 795

Huff, Robert A.

Undergirding Program Decisions with Information and Unit Costs: An Approach to Differential Funding for Statewide Systems of Postsecondary Educational Institutions.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-036

Pub Date—Nov 75

Note—44p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Hartford, CT, November 1975).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, Case Studies, *College Planning, *Computer Oriented Programs, Databases, Decision Making, *Financial Support, Management Information Systems, *Needs Assessment, Postsecondary Education, Resource Allocation, School Funds, *Statewide Planning, Unit Costs

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

A differential funding method for statewide higher education planning is examined, and a case study is presented. There are three basic dimensions or parameters by which higher education funding formulas may be differentiated: course level, discipline cluster, and institutional type. It is suggested that the only effective way to logically address the needs of instructional activities is to consider all three dimensions simultaneously. It is proposed that an acceptable statewide higher education financial planning tool must satisfy three important criteria: simplicity, compatibility with current funding approaches as well as with future trends, and limitations on institutional data contributions. The kind of software system that may prove helpful is comprised of three programs or modules. The preparation module accepts all inputs including both institutional descriptors and planning policy parameters. The calculation module employs the submitted differential funding policies or formulas in conjunction with the credit hour demands produced in the preparation module to compute resource requirements. In addition, with the report module, the outputs of the calculation module are aggregated, sorted, and arrayed in preparation of a series of reports. The use of a prototype statewide planning and budgeting system at Mansfield State College

and Shippensburg State College in Pennsylvania is described. It is claimed that computers provide the only means of accurately repeating thousands of calculations necessary for the development of alternative sets of institutional budgets within a short period of time. (SW)

ED 202 288

HE 013 796

Meeth, L. Richard

The Impact of State and Federal Funding Regulations on Nontraditional Postsecondary Education.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-042

Pub Date—May 75

Note—20p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (May 1975). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports — Research (143) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Budgeting, Educational Innovation, *Federal Aid, *Federal Regulation, Government School Relationship, Guidelines, Higher Education, *Nontraditional Education, Private Colleges, Public Policy, *Resource Allocation, School Surveys, *State Aid, State Colleges, *State Standards

Identifiers—Formula Funding, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The nature and extent of restraining imposed by state and federal funding formulas, guidelines, and regulations on emerging, innovative, nontraditional postsecondary educational programs was assessed. Interviews were conducted with administrators of several innovative programs. In addition, a questionnaire was mailed to over 300 nontraditional programs which were free of traditional time or place limitation. Of the 134 responses, 48 indicated some serious problem with state or federal funding formulas, and 86 institutions reported no particular problems. Of those reporting great difficulty with state or federal funding agencies, 70 percent were public and 30 percent were private. Public colleges and university programs operating within larger traditional schools seemed to have the greatest difficulty with funding guidelines. The formulas from which many of the problems arise are reviewed, and examples of restrictive policies faced by nontraditional programs are described. Among the possible solutions are the following: pass the costs on to students; use soft money for start-up costs; exert political pressure on state and federal legislators; do away with the formulas and guidelines entirely; arbitrarily assign credit hours to everything done in time-free and place-free programs; develop a new formula based on a concept entirely different from credit hours; and use program budgeting as a way out of the formula dilemma. Program approval, another area of concern to nontraditional programs, is briefly considered. (SW)

ED 202 289

HE 013 797

Smith, Donald K.

Academic Program Audit and Review as a Means of Resource Reallocations.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-060

Pub Date—Dec 75

Note—10p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975). Occasional broken type.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Accountability, College Planning, College Programs, *Educational Assessment, Higher Education, Needs Assessment, *Program Evaluation, Program Implementation, *Resource Allocation, *Retrenchment

Identifiers—Program Discontinuance, *Seminars for State Leaders Postsec Ed (ECS SHEEO), University of Wisconsin System

Causes contributing to academic program audit and review becoming a means of resource reallocation

tion in higher education are considered, along with principles relevant to its management, and major issues surrounding its development and implementation. The current interest in the audit and review of established academic programs is linked to declining enrollments and budgets. The university is forced to identify and abandon or alter programs or activities that are less essential so that the vitality of that which remains is protected. Organizing principles used in program audit and review in the University of Wisconsin System are addressed. A starting principle was that the audit and review was a responsibility and activity to be conducted by the faculty, or shared governance agencies, of each institution. A second principle pointed to the need to distinguish between program audit as a process of identifying programs that should be given intensive review, and program review as the comprehensive and intensive examination of a particular program. The review, rather than the audit, would lead to recommendation that a program be phased out or changed. A third major principle developed in Wisconsin policies and procedures is that the institutional processes of audit and review should be perceived as an integral part of institutional planning, rather than a crisis reaction to fiscal stringency. Among the issues surrounding development and implementation of program audit and review are the following: whether the excision of academic programs saves money, whether external evaluations could provide more acceptable decisions than faculty members assessing the programs of colleagues, and whether audit and review would generate efficiencies in the use of resources sufficient to repay the direct costs of conducting the review. (SW)

ED 202 290

HE 013 798

Bender, Louis W.

Forces Which Damage Constructive Relationships from the Two-Year College System Perspective.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-003

Pub Date—Jan 76

Note—16p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Petersburg, FL, January 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), College Role, College Transfer Students, Federal Aid, *Government School Relationship, Higher Education, *Intercollegiate Cooperation, Leadership Responsibility, Master Plans, Power Structure, *Statewide Planning, Technical Education, *Two Year Colleges, Upper Division Colleges, Vocational Education

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Factors at the national, state, and institutional level that damage constructive relationships from the two-year college perspective are considered. Two-year institutions have felt that they have not received their proportionate share of attention or funds from the federal level, and that federal vocational education legislation has not protected them from arbitrary and capricious decisions by state directors of vocational education in funding priorities. Other issues at the federal level relate to staffing with the U.S. Office of Education (USOE) of a two-year college advocate and fair representation on various panels organized by the USOE. Additionally, two-year colleges have been concerned about the taxonomies for information reports that did not accommodate the comprehensive programs of community colleges, particularly in the occupational areas at the certificate or nondegree level. At the state level, two-year colleges are concerned about the hierarchical attitude that exists toward the various segments of higher education with the universities at the top of the pyramid and the two-year colleges at the base. Additionally, the relatively minor attention given to the two-year colleges in state master plans for postsecondary education is a cause of concern, as is the channeling of vocational/technical funds toward secondary programs. Issues at the institutional level that represent forces damaging to constructive relationships include articulation whereby two-year graduates are not given appropriate recognition or credit upon transfer. Additionally, the strategies used by four-year state colleges

to increase enrollments through community service and continuing education programs and through occupational programs are pertinent issues. The institutional level concerns may be resolved if coordinating and governing boards provide leadership. (SW)

ED 202 291 HE 013 799

Bender, Louis W.

A Third Version of the Community College: The Contract College—An Analysis for State Planners.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-1

Pub Date—Feb 77

Note—27p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, College Role, *Community Colleges, Contracts, *Delivery Systems, Higher Education, *Intercollegiate Cooperation, Noncampus Colleges, Nontraditional Education, *Shared Services, Student Needs, Two Year Colleges

Identifiers—*Contract Schools, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The evolution and role of the community college and three community college prototypes are considered, with emphasis directed to the contract community college. It is suggested that through their open door philosophy, community colleges respond to the public demand for access to postsecondary education and accommodate the lifelong learning needs of a pluralistic society. Three community college prototypes are described: the traditional campus-oriented institution, the without walls community college, and the most recent contract community college. The contract community college delivers its services through contracting with existing postsecondary institutions or organizations that either accommodate the students of the community college by having them occupy empty spaces in regular classes or design special courses of study and programs to serve the educational goals and needs of the community college student. Four contract community colleges are briefly described: the Union County Coordinating Agency in New Jersey is nonaccredited and nondegree-granting, while the Hudson Community College Commission in the same state is accredited and degree-granting. The Hudson group contracts with three senior institutions and a vocational/technical school and also employs part-time faculty to teach in its evening credit and noncredit programs. The John Wood Community College in Illinois operates on a common market approach very much like the Hudson model, and the Watco Area Educational District in Oregon also provides services by contracting with community colleges. Advantages of the contract college for students served, for the local sponsor, and for the existing postsecondary education institutions are examined, along with concerns pertaining to authorization, accreditation, and the contract. (SW)

ED 202 292 HE 013 800

Martorana, S. V.

Regionalism: A Postsecondary Education Strategy Yet Undefined.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-2

Pub Date—Feb 77

Note—28p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, Cooperative Planning, Federal Government, *Intercollegiate Cooperation, Needs Assessment, *Postsecondary Education, *Regional Cooperation, Regional Planning, Shared Services, State Government, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec

Ed (ECS SHEEO)

The idea of regionalism and its implementation are considered, along with the institutional, state, and federal governmental interests to which regionalism appears to be related. A study of regionalism found it was seen as an interinstitutional, cooperative arrangement officially recognized by an authoritative agency in the state and thus distinguishable from consortia arrangements. It was found that 60 percent of the states are actively engaged in regionalism as an aspect of planning and coordinating postsecondary educational resources. A primary factor that seems to encourage regionalism is the leadership posture assumed by state-level boards or commissions. Most plans were characterized by the following patterns: seeking to meet broad postsecondary educational needs within each of several geographic regions established throughout the state; seeking to meet the postsecondary educational needs of a special, particular geographical subsection of a state; dealing with a single academic program or a single subsection of postsecondary education; and involving either the entire state or a subsection of the state with either the entire state or subsections of other states. Most states reported that a better utilization of resources was the objective pursued. Regionalism is implemented predominantly by three types of authority: administrative authority possessed by the executive branch or an agency of state government, legislative authority expressed in statutes, and authority held by established postsecondary educational institutions. In organizational terms, the regionalization approaches appeared to have weak structures for governance and administration. It was found that state and institutional funds were most heavily utilized. (SW)

ED 202 293 HE 013 801

McNeil, Donald R.

State Planning for Adult Learners.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-3

Pub Date—Feb 77

Note—17p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Adult Students, *College Planning, College Students, Cooperative Planning, *Educational Policy, *Lifelong Learning, *Postsecondary Education, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Issues in statewide planning for the provision of postsecondary education to adult students are considered. Developments that have resulted in commitment to lifelong learning by the federal government, state governments, and institutions are noted, including declining enrollments. Lifelong learning has been regarded as many things: off-campus instruction, service to part-time students, and nontraditional learning. It can be credit or non-credit, examination for credit, or credit for life experiences. Lifelong learning is often classified on the basis of the delivery system and in terms of target audiences. The California master plan, the community college five-year plan, and other plans within the state are briefly described in terms of their consideration of adult students. Some perspectives on planning are offered, including the following: there is a need for diversity in institutions, instructional methods, and subject matter; planning should be evaluated and coordinated; the planning function should be shared by participants at all levels; and there will never be a perfectly meshed plan, given the federal, state, and local levels of bureaucracy and other differences. Suggested questions that state planners need to consider include: how to weigh individual educational needs; the extent to which duplication will be permitted; whether planning will be conducted only for areas requiring tax dollars; how to guarantee quality; how detailed a plan should be; whether the planning will promote diversity of learning; whether plans should include the establishment of new institutions or agencies to reach the new adult audiences; and the extent to which institutions should seek out new audiences. (SW)

ED 202 294 HE 013 802

Wakefield, Wilbur L.

"The Rochester Consortium": A Developmental Program on Improving Post-Secondary Educational Accessibility Through Inter-Institutional Cooperation in the Southern Minnesota Area.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-4

Pub Date—Feb 77

Note—23p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Case Studies, Community Benefits, *Consortia, Cooperative Programs, Delivery Systems, Higher Education, *Intercollegiate Cooperation, *Private Colleges, *Regional Cooperation, Regional Planning, Shared Services, *State Colleges

Identifiers—Minnesota (South), *Rochester Consortium MN, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The Rochester Regional Center, or consortium, a cooperative arrangement involving several public and private postsecondary institutions in the Southern Minnesota area, is described. The regional center is designed to provide studies leading to bachelor's and master's degrees through joint services and courses offered by institutions from four public systems and three private colleges. The students vary widely in age, educational background, occupation, and goals. For some the consortium provides an opportunity for continuing education in their profession, and others participate for advanced degrees and better jobs, or for reentry into the work force. The program was established because historically the educational needs of the area's population have been underserved, especially at the upper division and graduate levels. The events that led to the establishment of the regional center are traced. An advisory task force, comprised of lay citizens and postsecondary institution members, serves as a forum to discuss community needs, potential problems, and concerns of programs and students. The consortium does not grant degrees, does not offer credit for classes, or employ instructors. Each of the individual institutions perform these functions according to their usual operating procedures. The consortium was designed to utilize existing resources, eliminate unnecessary duplication in the region, promote regional planning and coordination, and explore means for increasing interinstitutional cooperation in meeting articulated local and regional needs. (SW)

ED 202 295 HE 013 803

Heath, Paul R.

Case Study No. 2: The "Contract College" Type: John Wood Community College.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-CS-1

Pub Date—Feb 77

Note—18p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Case Studies, College Planning, *Community Colleges, Contracts, *Cooperative Programs, *Delivery Systems, Educational History, Governance, Higher Education, *Intercollegiate Cooperation, Outreach Programs, *Regional Cooperation, Shared Services, Statewide Planning, Two Year Colleges

Identifiers—*Contract Schools, John Wood Community College IL, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

A case study of a contract college, John Wood Community College, is presented. The history of the community college movement in Illinois is traced, and the nature of state governance is examined. The Illinois Community College Board (ICCB) is the body charged with the overall regulation, supervision, and planning for the community college system. Both the ICCB and the Illinois Board of Higher

Education have encouraged the sharing of resources to avoid duplication of efforts and have endorsed the common market concept of delivering educational services through contractual arrangements with other agencies. John Wood Community College serves five counties using existing college and proprietary schools in Illinois, Missouri, and Iowa to provide instructional and support services for its students. Counselors of the community college maintain contact with students throughout their educational programs, and the full range of student services are provided, including counseling, financial aid, student government, student activities, and placement. Funding support for John Wood comes from four sources: tuition and fees, state aid, local tax levy, and federal monies. Not every course is offered through the common market system. John Wood has its own open learning center, a nontraditional delivery system allowing students to take developmental studies and college-level courses on a self-paced mastery basis. An outreach project also provides courses whenever and wherever they are needed within the district. Among the advantages of the common market approach are that it maximizes the utilization of facilities and discourages tax-supported building projects, and it enhances program flexibility for students. Challenges or possible problem areas are also identified. (SW)

ED 202 296 HE 013 804

Lucas, Richard
Case Study No. 3: The "Contract College" Type:
Union County Coordinating Agency for Higher
Education.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-CS-2

Pub Date—Feb 77

Note—14p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Associate Degrees, Case Studies, *Community Colleges, Consortia, Contracts, *Cooperative Programs, Delivery Systems, Higher Education, *Intercollegiate Cooperation, Needs Assessment, *Technical Institutes, Two Year Colleges

Identifiers—*Contract Schools, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Union College NJ, Union County Technical Institute NJ

A case study of a contract college involving Union College and Union County Technical Institute in New Jersey is presented. The arrangement between these two colleges provides the county with the services and facilities of two community colleges, one specializing in technical and career programs and the other in academic courses. Historical information on the two colleges is briefly presented, and the working arrangement of the consortium through the Union County Coordinating Agency is described. Among the many responsibilities of the Agency is determining the needs of the county with respect to public higher education at the two-year college level. The agency procures educational services from the two institutions and compensates them with state and county monies. It also enables the two institutions, through their own contract, to offer special programs by which students on one campus may take courses on the other. Additionally, students at the Union County Technical Institute can receive the Associate in Applied Science degree granted by Union College. The agency was designed to be weak; all managerial powers were left to the institutions. Based on difficulties encountered in the cooperative arrangement, it is recommended that compliance with the regional accrediting authority be checked, and that mechanisms to assure accountability of public funds be enforced. (SW)

ED 202 297 HE 013 805

Smith, Peter P.
Case Study No. 1: The "Without Walls" Type:
Community College of Vermont.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-903-CS-3

Pub Date—Feb 77

Note—17p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, February 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Adult Students, Case Studies, *Community Colleges, Competency Based Education, Educational Objectives, *Noncampus Colleges, *Nontraditional Education, Outreach Programs, Part Time Students, Postsecondary Education, State Colleges, Student Evaluation

Identifiers—*Community College of Vermont, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The Community College of Vermont (CCV), which was established in 1970, is described. CCF is a community-based, competency-based college without a campus directed primarily to adults who previously have found access to postsecondary education to be difficult. Classes are offered in various types of locations in the community, and instructors are paid on a per-course basis and usually hold full-time jobs in the community, practicing the skills they teach. The CCV staff operates from one central administrative office and nine field offices located throughout the state. Counselors and coordinators of instruction also provide essential services. CCV students receive neither grades nor credits; the associate degree is awarded on the basis of demonstrated skills and the acquisition of competencies defined in advance through a contract. Assessment is accomplished through student self-evaluation, evaluation by instructors, consultation with counselors, and periodic meetings with a review committee composed of a student, CCV staff member, community instructor, and community member chosen by the student. Three programs lead to an associate degree: administrative services, human services, and general studies. CCV provides different types of students with a variety of instructional settings: classes, experiential learning, independent study, and on-the-job training. A fifth instructional model is the cluster, a support group of students who meet together regularly to discuss personal concerns. CCV became accredited in 1975 and since its inception the college has needed to deal with four general issues: institutional legitimacy, financing, duplication of effort, and program quality. In addition to considering these concerns, a case study of a student is presented. (SW)

ED 202 298 HE 013 806

Bender, Louis W.

Licensing/Approval Organization Structure for
the Fifty States Covering Private and Proprietary
Degree Granting and Non-Degree Granting
Institutions.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-004

Pub Date—Jul 76

Note—18p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Keystone, CO, July 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, Certification, Degrees (Academic), Eligibility, Higher Education, Institutional Evaluation, *Private Colleges, *Proprietary Schools, State Agencies, *State Boards of Education, *State Departments of Education, *State Licensing Boards, *State Standards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The organizational structure of the various state licensing and/or approving agencies was investigated. Three broad organizational types that had licensing/approval authority for degree-granting and nondegree-granting private institutions were identified: the state board (or department) of education type, the state board (or department) of higher education type, and the separate state agency type. Four states had vested no authority to any state agency for licensing or approving private or proprietary degree-granting and nondegree-granting institutions as of January 1976. Thirty-three states vested licensing or approving authority with the state board of education for nondegree-granting proprietary institutions. Eleven of these states also placed licensing or approving authority for degree-

granting private and proprietary institutions in the department of education. Nineteen states placed the licensing or approving authority for private degree-granting institutions with the department of higher education. Five of these states also empowered the same departments with approval of nondegree-granting institutions. Ten states placed authority for licensing or approval with entirely separate state agencies. For each state all of this information is provided in tabular form. Trends indicated by the overall investigation include the following: historically authority to approve nondegree-granting institutions resided primarily with the state board of education, which tended to be designated as the state board for vocational education; and during the 1950s and early 1960s there was a trend toward renaming state boards and departments of public instruction to encompass both public and private education. (SW)

ED 202 299 HE 013 807

Bowen, Otis R.

A Governor's View.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-010

Pub Date—Jul 78

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Colorado Springs, CO, July 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), Agency Cooperation, *Certification, Eligibility, *Government School Relationship, Higher Education, *Institutional Evaluation, *Private Colleges, *State Licensing Boards, State Officials, *State Standards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Factors that have intensified concern with state licensing and oversight of postsecondary education, the current state of licensing and oversight, and areas that need to be addressed are considered. Conditions that have led to concern with state licensing and oversight include an enlarged number of institutions, the increase in federal and state student aid programs, the consumer concern for fair practices in postsecondary education, and the impending decline in the traditional student age group. Increased incentives to adjust educational realities in order to increase enrollment could make state oversight of traditional colleges and universities an important concern. Forty-eight states are exercising some sort of licensing authority over private nondegree-granting institutions, and 43 states have licensing authority for private degree-granting institutions. Additionally consumer protection laws have been enacted in states to prevent unfair or deceptive practices. Model legislation for state laws to improve licensing and oversight is outlined that was designed by a task force of the Education Commission of the States. A problem area is the many new degree-granting institutions that operate across state lines and offer a range of nontraditional programs. It is not evident who should accredit these educational offerings. Another problem is the exemption of certain kinds of institutions from regulation. There is also a need for state licensing agencies to coordinate their efforts with other state agencies, including the attorney general's office and state consumer protection agencies. Steps that can be taken to improve state laws include raising the consciousness of governors and legislators regarding the need for oversight of postsecondary education. (SW)

ED 202 300 HE 013 808

Myers, Marla

Communication and the Redress of Grievances.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-025

Pub Date—[76]

Note—63p.; Paper presented at a Seminar for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, Agency Cooperation, Agency Role, *Consumer Protection, *Educational Malpractice, *Grievance Procedures, Higher Education, Information Needs, Legal Responsibility, *State Agencies, State Standards, Student College Relationship, Veterans Education

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

States were surveyed to determine the state agencies handling grievances regarding postsecondary educational institutions, the nature and resolution of grievances, and how agencies communicate. The analysis was based on usable returns from 53 individuals representing 38 states. The most frequently mentioned agency handling any postsecondary educational grievance was the Veterans Approval Agency, with the Attorney General's Office also frequently mentioned. Several states had agencies that handle grievances that did not seem to fit in any of the given categories and were consequently counted as "other." There was evidence that many agencies handle grievances without having authority for complete followthrough by initiating redress procedures. The majority mentioned. Of complaints received by 40 reporting agencies came from students or parents: 27 agencies received complaints from this source regularly or frequently and 14 agencies occasionally or rarely. The majority of complaints had to do with refund policies. Complaints dealing with instructional programs or recruitment and admissions practices were also common. For 1,788 grievances reported by 39 agencies, 68 percent were resolved out of court in favor of the consumer. The problem mentioned most frequently by agencies was inadequate laws, policies, or staff for implementation of the redress process. Forty-four percent of respondents indicated that they had no problems. Perceived needs for information on grievance procedures from other states as well as information that might be shared with other states were also surveyed. A directory of state agencies and contacts and references are appended. (SW)

ED 202 301 HE 013 809

Williams, Revonda Elosser, Bonnie

Glossary of Terms for State Licensing/Approving Agencies.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-026

Pub Date—[76]

Note—31p; Paper presented at a Seminar for State Leaders in Postsecondary Education.

Pub Type—Reference Materials - Vocabularies/Classifications (134)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Agency Cooperation, *Certification, Coordination, *Eligibility, Glossaries, Higher Education, Institutional Evaluation, *Private Colleges, State Agencies, *State Licensing Boards, *State Standards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Definitions of 33 terms used by state agencies concerning licensing of private and independent colleges are presented. Information was obtained from statutes, rules, and regulations. In an effort to address the question of whether a set of terms and common definitions could be devised for licensing and approval officials, definitions are proposed for the following terms: accreditation, agent, approval, college, degree, instruction, institution, license, minimum standards, operation, out-of-state, ownership, permit, registration, solicitor, surety bond, and university. The proposed definitions are purposely brief with the intent to facilitate communication among officials. A list indicating the states that submitted materials and whether the state agency is concerned with degree-granting or nondegree granting is included. (SW)

ED 202 302

Quinn, Matthew J.

Procedures for Visitation of Degree Granting Institutions.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-027

Pub Date—[76]

Note—9p; Paper presented at a Seminar for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Certification, Decision Making, Eligibility, Government School Relationship, Higher Education, *Institutional Evaluation, *Scheduling, *School Visitation, *State Licensing Boards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO), *Site Visits

Proposed schedules for short and long visits for state licensing team visits to colleges and universities are presented. The short visit, which some states use for program evaluations, involves a half day (the afternoon) prior to the formal visitation and a full day visitation. The long visit entails the afternoon prior to formal visitation, the full day visitation, and another half day. Activities are outlined by the time of day, and the areas that team members would probably want to examine are listed. The typical sequence of activities leading to licensing are also outlined separately. Preceding the visit, the institution provides a report to the state agency, which in turn provides the material to the consultants. The institution is also informed about the selection of the consultants and allowed to submit objections. After the visitation, the team report is submitted to the state agency and the institution. The state agency then reviews the institutional report, the team report, and institutional response prior to making the decision on licensing of the institution. (SW)

ED 202 303

Walton, Margaret

The Role of State Licensing and Approval Agencies in Providing Information to Educational Consumers—A National Survey.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-028

Pub Date—[76]

Note—20p; Paper presented at a Seminar for State Leaders in Postsecondary Education.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Agency Cooperation, *Agency Role, Certification, *Consumer Protection, Eligibility, Higher Education, *Information Dissemination, Institutional Evaluation, Private Colleges, Proprietary Schools, State Legislation, *State Licensing Boards, *State Standards, State Surveys, Veterans Education

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The role of state licensing and approval agencies in providing information to educational consumers prior to their enrollment at an institution was addressed based on a survey of state licensing and approval personnel. Thirty-two states were examined, including officials who were involved in a licensing/approval of degree-granting and proprietary schools and veterans programs. Twenty-five of the states had statutory authority in regard to consumer protection, and two had legislative bills proposed for such statutory authority. Twenty-eight states indicated criteria for licensing or approval that address consumer issues, and 30 indicated action that could be taken if licensed or approved institutions violated the standards. Thirty states cooperate with other consumer agencies, and only two agencies had written procedures for servicing requests for information regarding matters of non-public colleges and universities. Thirty states provide information to out-of-state institutions, and 31 of the state agencies, boards, or councils hold meetings that are open to the public and their minutes of meetings are open to public inspection. Among the issues raised by the survey are the following: the question of whether institutions should be required by states to disclose certain basic information to

HE 013 810

prospective students prior to the collection of any fees and whether administrators of proprietary institutions should be required to meet certain state licensing requirements to conduct an operation within the state. A classification of the surveyed states according to whether the representatives dealt with degree-granting, proprietary, and veterans approval programs is included. (SW)

ED 202 304

HE 013 812

State Postsecondary Education Institutional Authorization and Oversight: A National Report and Inservice Education Program. Some Salient Questions for Consideration by Working Parties. Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-061

Pub Date—Jul 78

Note—17p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Colorado Springs, CO, July 1978).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), *Agency Cooperation, *Certification, Consumer Protection, Eligibility, Federal Aid, Federal State Relationship, Higher Education, *Information Networks, *Institutional Evaluation, Military Schools, State Colleges, State Legislation, *State Licensing Boards, *State Standards, Statewide Planning, Veterans Education

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Questions that were the basis for discussion in working parties of a workshop on state postsecondary education institutional authorization and oversight are presented, and comments and strawman answers to stimulate consideration of the questions are included. The questions are as follows: (1) What should be the relationship of state licensing agencies and their personnel to other state agencies and national organizations or their personnel? (2) How should state licensing and approval agencies communicate with one another? (3) What strategies are available to states to improve licensing statutes and regulations? (4) How should states improve the administration of licensing regulations? (5) How should one state recognize the institutional licensing of another? (6) How can the U.S. Office of Education assist states in discharging the state licensing of postsecondary institutions? (7) What should be the relationship of state licensing to programs on military bases? (8) What should be the minimum consumer protection standards enforced through state licensing? (9) What should be the relationship of state licensing to state Veterans' Administration course approving agencies? (10) What should be the relationship of state licensing to institutional eligibility for federal funding? (11) What should be the relationship of state licensing to public institutions? (12) How should institutional accreditation be recognized in state licensing laws, regulations, and administration? (13) How can the states improve their uses of nongovernmental accreditation and cooperation between appropriate state agencies and accrediting bodies? (14) How should states license or otherwise supervise extension activities of an institution operating outside its home state? (SW)

ED 202 305

HE 013 813

Hollander, T. Edward And Others

[Reactions to the American Institutes of Research Study. Federal, National, and State Perspectives. Collected Remarks.]

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-910-1; IEP-910-5; IEP-910-7

Pub Date—Oct 78

Note—11p; Papers presented at Seminars for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Accreditation (Institutions), *Accrediting Agencies, *Consumer Protection, Educational Malpractice, Eligibility, Federal State Relationship, Government Role, *Government School Relationship, *Higher Education, Standards, State Agencies, State Govern-

ment, *State Licensing Boards
Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Reactions to the American Institutes for Research (AIR) study of state legal chartering and approval procedures are presented. In presenting a federal perspective, Alfred Moye notes that the AIR study both assessed the degree to which postsecondary state licensing and approval agencies provide student consumer protection and suggested strategies that might help state agencies acquire stronger laws and enforcement mechanisms. It was found that 48 states and the District of Columbia exercise some sort of licensing authority over private nondegree-granting institutions, and that 38 states exercise specific licensing authority over traditional private nondegree-granting institutions. In presenting a state perspective, T. Edward Hollander suggests that a more generous federal recognition of the state role in higher education is needed, that state oversight for degree-granting institutions should be in authority of a state agency that is reasonably separated from the everyday political decision-making, and that the state's role with the degree-granting sector may be most effective if its efforts are limited to defining standards and encouraging the establishment of self-policing arrangements within the higher education community. While voluntary accreditation has specific problems, it is argued that state agencies should rely heavily upon voluntary accreditation. Some concerns about potential and actual abuses by state licensing agencies are raised. In presenting a national/federal perspective, John D. Phillips provides information on specific events that preceded the AIR report and suggests that a massive readjustment in the balance of power between government and other institutions is at issue. It is argued that the possibilities for voluntary self-regulation, preferably through expansion of accreditation processes, need to be explored. (SW)

ED 202 306 HE 013 814

Jung, Steven M. Proffitt, John
[State Oversight in Postsecondary Education and the Office of Education's Eligibility Process. Collected Remarks.]

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-910-2; IEP-910-6

Pub Date—Oct 78

Note—7p; Papers presented at Seminars for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Certification, *Consumer Protection, *Eligibility, Evaluation Criteria, Federal Government, *Government School Relationship, *Higher Education, Institutional Evaluation, Legal Responsibility, Standards, State Government, State Legislation, *State Licensing Boards

Identifiers—American Institutes for Research, General Accounting Office, Office of Education, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on an American Institutes for Research (AIR) study of state oversight in postsecondary education, conducted for the U.S. Office of Education (USOE), are offered by researcher Steven M. Jung. In addition, a list of recommendations by the General Accounting Office concerning USOE's eligibility process and responses by John Proffitt, on behalf of USOE and the Department of Health, Education, and Welfare are presented. The historical antecedents of the AIR study are reviewed. Several policy discussions at the federal level revealed the lack of knowledge about the effectiveness of state licensing in providing consumer protection. The study was based on a detailed analysis of about 95 percent of the total number of state laws and regulations passed before January 1, 1977, that dealt with institutional licensing and approval. Detailed tables were developed that indicate the consumer protection provisions of state laws and regulations in 14 categories. Additionally, state comparisons were included on such topics as: location of licensing function with the state bureaucracy, authorized enforcement strategies, and treatment of out-of-state institutions. It was found that only 38 states have legal provisions for authorization and oversight of private degree-granting institutions, and of these, three-quarters contain

provisions that make most established institutions exempt from the consumer protection standards of the laws and regulations. Suggested roles for the government and licensing agencies are described. Recommendations by the General Accounting Office and the federal responses pertain to: the respective roles of the federal and state governments and accrediting associations; dissemination of revised criteria for eligibility; evaluation processes; actions against schools that are guilty of educational malpractice; and guidelines for establishing minimum standards for such matters as advertising, refund policies, and information disclosure. (SW)

ED 202 307

Manning, Thurston E.

Summary and Synthesis of the Conference (Revised from the Oral Presentation at the Conference).

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-910-3

Pub Date—Sep 78

Note—7p; Reprinted from the "Summary and Synthesis of the Conference," September 1978. Paper presented at Seminar for State Leaders in Postsecondary Education (Colorado Springs, CO, July 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Accrediting Agencies, Agency Role, Consumer Protection, *Federal State Relationship, Government Role, *Government School Relationship, *Higher Education, Institutional Evaluation, Postsecondary Education, Public Policy, State Licensing Boards, *State Standards

Identifiers—Office of Education, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

A summary of the Inservice Education Program Seminars for State Leaders in Postsecondary Education, sponsored by the Education Commission of the States (ECS) and the State Higher Education Executive Officers Association, is presented. Themes that occurred in the discussions, recommendations of an American Institutes for Research (AIR) report prepared for the U.S. Office of Education (USOE), and other recommendations for action are reviewed. The complexity of state oversight and the following contributing factors are considered: the widely different administrative organizations for oversight in the different states, the heterogeneity of postsecondary institutions, and the differing philosophical views of the conferees. Other themes include (1) the dedication to equality of treatment, while recognizing essential differences between institutions, and (2) the idea that oversight and improvement of postsecondary education involves the federal government, state government, and the institutions as represented by their nongovernmental voluntary accrediting organizations. The fundamental nature of state authorization and the state's responsibility to have appropriate statutes and regulations and appropriate administrative strength for enforcement, and ways for each of the three postsecondary education groups to have credibility and improve intercommunication are also addressed. Among the recommendations of the AIR report are the following: USOE should formulate a policy statement to encourage all states to enforce state authorizing and oversight standards that meet or exceed minimum consumer protection standards; and USOE should ask Congress to provide funds for states that have enacted standards more extensive than those in the ECS model legislation. (SW)

ED 202 308

Millard, Richard M.

To Colorado Springs and Beyond.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-910-4

Pub Date—Jul 78

Note—8p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Colorado Springs, CO, July 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials (060)

HE 013 815

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Accreditation (Institutions), Agency Cooperation, Certification, Eligibility, Federal State Relationship, *Government School Relationship, *Higher Education, *Institutional Evaluation, Professional Associations, *State Licensing Boards, *State Standards

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Developments that highlight the importance of state oversight and authorization of higher education institutions and the objectives of the current Colorado Springs seminar on this topic are considered. In addition to the basic fact that states are the origin of chartering, licensing, and authorization of educational institutions, states have needed to develop more effective laws and agencies and to take more seriously their authorization and regulatory functions. This is in part because of the number of awards of federal funds to institutions, including funds under the G.I. Bill. The growth of postsecondary and higher education during the 1960s and first half of the 1970s and the growing public concern for consumer protection are among the other issues prompting state oversight and authorization efforts. One forum for state authorizing agencies of proprietary and nondegree programs has been the National Association of State Approval Agencies. The Education Commission of the States (ECS) developed model legislation to assess not only state legislation but also regulations, and to some extent operations. Both the ECS and the Federal Interagency Committee on Education have urged further strengthening of state laws, adoption of ECS model legislation, and development of a clearinghouse for information among states on authorization and on consumer protection. The establishment of the Council of Postsecondary Accreditation and a seminar in 1976 (Keystone) specifically designed for state approval agencies are also noted. Studies that have an impact are also briefly described. Objectives of the present seminar at Colorado Springs are to review the American Institutes for Research federally funded report, "Study of State Oversight in Postsecondary Education," problems faced by authorizing agencies, the adequacy of present laws and regulations, and the relations of state oversight operations to accreditation and to the federal government. (SW)

ED 202 309

Odell, Morgan

Case Study: California.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-904-CS-3

Pub Date—Nov 78

Note—10p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, College Choice, *College Role, Government School Relationship, *Higher Education, Institutional Cooperation, Politics, *Private Colleges, Resource Allocation, *State Colleges, Statewide Planning, Student Financial Aid, Tuition

Identifiers—*California, Florida, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Information about higher education in California is presented with suggestions for Florida. Cooperation between the public and private sectors in California exists in many forms, including the support or opposition of legislation. For instance, private university presidents have publicly criticized as inadequate budget recommendations for state universities made by California's two most recent governors, and a public university president has opposed any legislation that threatened to control the educational operations of private colleges. Steps that might promote harmony between the independent and state-supported sectors in Florida include: less talk about segmental interests and more talk about student interests; not talking about saving the private sector but adopting a policy that allows good colleges to succeed and poor ones to fail; correcting the myth that any funds going to students in private institutions come out of the funds of state-supported universities; dispelling the idea that a college must have a low tuition charge in order to provide access; reexamining the goals of higher education in Florida in light of new condi-

tions and circumstances; and allowing the private sector to participate in statewide decision-making. Recommendations based on a study of private colleges and universities by the California Postsecondary Commission include (1) continuance of existing state policy to assist students with financial need who desire to attend a private institution, and (2) coordination of state policy with changes in federal student assistance programs. It is also suggested that a healthy private sector is necessary for the achievement of important California goals, which are listed. (SW)

ED 202 310 HE 013 818

Folger, John

Legislative Expectations about the Accountability of Higher Education.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-902-2

Pub Date—Oct 78

Note—9p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Tucson, AZ, December 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Budgeting, *Decision Making, Governance, Government Role, *Government School Relationship, *Higher Education, Institutional Autonomy, *Legislators, Policy Formation, Political Influences, Private Colleges, Public Policy, State Colleges, *State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

New directions that state legislatures have taken in regard to accountability in higher education are reviewed, along with the way that the relationship between the legislature and higher education is changing as a result of new developments. In response to public criticism that the legislature is too responsive to pressure groups, does not do its business in public, and does not oversee public agencies adequately, legislatures enacted Sunshine laws, requiring a large part of public business to be conducted in public, and Sunset laws, providing for periodic review (and possible elimination) of public agencies. Management and performance oversight of state agencies has also been expanded, and a variety of new budget systems that are designed to provide more information about, and evaluation of, efficiency of operations have been adopted. Another change in the legislative role that will have implications for higher education is the addition of more legislative staff for policy-making. Traditional expectations of the legislature about higher education and the relation it should have to the legislature include the following: the relationship between the two groups was a personal one, control of higher education was vested in a lay board and was insulated from direct political control, and higher education would prepare people for useful jobs. New expectations or developments include the following: the legislature should exercise oversight over higher education; coordination, regulation, policy-making, and some control of education is necessary at the state level; a coordinated and centralized communication between higher education and the legislature has evolved; and private institutions have become organized in most states. It is suggested that there will be future emphasis on planning policy analysis, evaluation, performance audit, and other formal analytic methods of assisting decision-making. (SW)

ED 202 311 HE 013 819

Hughes, Jerome M.

Future Relationships Between State Legislatures and Higher Education.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-902-3

Pub Date—Dec 77

Note—13p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Tucson, AZ, December 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Budgeting, Decision Making, Declining Enrollment, Educational History, Financial Problems, Financial Support, *Governance, *Government School Relationship, *Higher Education, Private Colleges, Resource Allocation, Retrenchment, State Aid, State Colleges, *State Government, State Officials

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The recent dramatic growth of postsecondary education is reviewed, and the context in which the state legislature and the higher education community will probably interact in the future is described. The era of rapid economic growth following World War II was accompanied by even more rapid increases in demand for college educated workers. Financial aid programs eased the financial burden of attending college. During the 1970's enrollment growth has been slowing down, and the labor market is no longer absorbing the supply of new college graduates. It is suggested that state governments and, in particular, state legislatures are becoming the new power centers for higher education decision-making, which was formerly conducted by educational institutions themselves. This development is linked to an effort to seek the best organizational responses to reduced growth. Among the concerns for the future is the way and extent that the state will support private higher education, which is being seriously threatened by declining enrollments and increasing costs. The continued ability of the academic sector to provide society with creative and innovative solutions to its problems has been questioned in light of the difficult times. It is suggested that policymakers could foster opportunities for new developments through provision of funds to support innovations. A parochial approach to education seems to have emerged as competition has intensified for students and funds. A survey of 35 governors has revealed the general gubernatorial belief that public higher education is already adequately funded, and most of them seem more interested in emphasizing greater governmental accountability, increased efficiency, and tighter budgetary controls. It is suggested that with limited resources and increasing demands, legislative funding decisions will become increasingly politicized. (SW)

ED 202 312 HE 013 820

Selden, William K.

Some Random Observations on "A Study of State Oversight in Postsecondary Education."

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-067

Pub Date—Jul 78

Note—9p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Colorado Springs, CO, July 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Accrediting Agencies, *Agency Cooperation, Educational Malpractice, Educational Responsibility, Federal Aid, Federal Government, *Federal State Relationship, Government Role, *Government School Relationship, Legal Responsibility, *Postsecondary Education, Professional Associations, Standards, State Aid, *State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on state oversight in postsecondary education are considered. It is suggested that sufficient disclosures have been made to indicate that at least in recent years with the increased funding provided at the postsecondary level by government there has been enough fraudulence to warrant concern. The problem is to develop adequate oversight to keep fraudulence at a minimum without creating an undue burden on colleges and universities and without establishing a cumbersome bureaucratic structure for either public or private sectors of the economy. There has been difficulty in obtaining sufficient consensus among federal and state governments, educational institutions, and accrediting agencies to enact appropriate legislation and provide funds to deal with the problem of fraudulence. It is proposed that any expansion of external oversight of postsecondary education should not be limited to any one type of institution, and that

strategies should involve both broad discretion and more specific standards. Although much attention has been directed to triad or tripartite relationships in accreditation among federal agencies, state agencies, and nongovernmental organizations, there is also a balance of powers between the private and public sectors. Based on the assumption that government will better represent the interests of all people than will the private sector, there has been a trend toward greater strength for the public sector. (SW)

ED 202 313 HE 013 821

Chance, William

Institutional Reviews by State-Level Agencies: The Evergreen Study.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-019

Pub Date—Jul 80

Note—12p; Paper presented at the Annual Advanced Leadership Seminar for State Academic Officers (4th, San Antonio, TX, July 27-30, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College Graduates, Educational Assessment, Employer Attitudes, Enrollment, *Experimental Colleges, Government School Relationship, Higher Education, *Institutional Evaluation, *Nontraditional Education, Reputation, *State Agencies, *State Colleges, Student Attitudes, Student Placement, Student Recruitment

Identifiers—*Evergreen State College WA, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Washington Postsecondary Education Commission

An institutional review of Evergreen State College that was undertaken by the Washington Council for Postsecondary Education is described. A review of a higher education institution by a state agency was unusual but was a compromise action by the 1977 state legislature, which also considered closing the college, whose institutional cost level was high and its enrollment lower than projected. The Council determined that there was potential for enrollment growth, but that it would represent an increase of approximately 90 percent. An examination of Evergreen's accreditation reports revealed that the review committees had consistently given the college high marks. The effectiveness of Evergreen's nontraditional curriculum was assessed through interviewing of current and past students, employers providing internship or cooperative education experiences for Evergreen students, and high school staff and students. Additionally, the college's placement records were compared with those of other institutions in the state. It was found that the college's academic standards were high, students who attended it were tremendously supportive of the institution, employers were quite satisfied with the quality of graduates they had hired, and the placement level of the college was high, but high school students possessed a negative image of the institution, and Evergreen was not doing very much to counteract these impressions. It was concluded that the college had an effective educational program, but that some changes to meet extant student needs were necessary and that marketing strategies had to improve. The 20 recommendations of the Council's report, which included enrollment goals, were positively received by the school, and the Legislature rendered the recommendations into statute law. Improvements have resulted at the college. (SW)

ED 202 314 HE 013 822

Hill, Warren G.

How Do We Get All of Postsecondary Education Together, and How Do We Get It to Work?

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-034

Pub Date—Sep 75

Note—17p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Monroe, LA, September 1975). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accountability, Budgeting, *Educational Assessment, *Government Role, Higher Education, Institutional Evaluation, Management Systems, *Postsecondary Education, Private Colleges, Program Evaluation, State Agencies, State Colleges, State Government, *Statewide Planning, Student Financial Aid

The functions and structure of postsecondary education at the state level, and goals and problems confronting statewide agencies are considered. Among the state-level functions are the following: short-range and long-range planning, establishing statewide management and information systems, review and approval of programs/centers of all state colleges and private colleges receiving substantial state aid, budgeting for the system and state agency budget review, and administering student financial aid programs. The types of State-level postsecondary agencies in the United States are identified. A long list of problems and issues are presented, including the following: adapting to a wide spectrum of interests and values of new student bodies, financial problems, improving opportunities for all students, providing continuing education programs, providing a statewide program of vocational education, collective bargaining issues, articulation between four-year and two-year institutions, and declining enrollments. Suggestions for state agency staff include the following: determine who is involved in an activity or issue; get together the involved parties; avoid sensational news coverage; and inform legislators or trustees of having an opposing view. (SW)

ED 202 315

HE 013 823

Ingram, Richard T.

Institutional Reactions Under Conditions of Fiscal Stress (Comments on "Uncertainty in Public Higher Education Responses to Stress at Ten California Colleges and Universities").

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-037

Pub Date—Aug 80

Note—8p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Afton, OK, August 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Agency Role, *College Administration, *College Planning, Educational Finance, Financial Problems, *Government School Relationship, Higher Education, *Retirement, State Boards of Education, *State Colleges, State Government, Trustees
Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Financial difficulties in colleges and universities are discussed, with a focus on a paper by Frank M. Bowen and Lyman A. Glenny, who suggest that college administrators are facing up to their responsibilities regarding fiscal and other constraints. They offer suggestions to improve policies and procedures for institutions, for governing and coordinating agencies, and for state government. The human dimension in the politics of retrenchment and the potential role of trustees and regents in dealing with fiscal problems are addressed. Another paper that considers the role state higher education agencies and government can play in difficult financial times is "Trying To Do Better With Less" by Joseph C. Burke. Suggestions regarding institutional planning are that colleges and universities should: redefine their mission to be more consistent with strengths of the faculty, available resources, and student needs; reorganize their administrative structure to readjust from the 1960s and 1970s; plan for realistic enrollment expectations and quality of students; reallocate personnel; and streamline the governance process. In turn, the state should encourage institutions in these efforts, stimulate campus leadership in planning, and encourage faculty development programs. (SW)

ED 202 316

Lewis, Robert L.

How Might Statewide Boards Continue to Enhance Relationships with Their Constituents?

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-040

Pub Date—Aug 80

Note—7p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Afton, OK, August 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board Administrator Relationship, Board of Education Role, College Presidents, *Educational Cooperation, *Government School Relationship, *Higher Education, Interprofessional Relationship, Organizational Communication, Role Perception, *State Boards of Education, *Trustees
Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The relationship between statewide boards of education and their constituents is considered. It is suggested that boards of education and college trustees have had little basis for a working relationship, and that colleges have felt suspicion or invasion of turf in respect to statewide boards. One hindrance is that college trustees have been entrusted with responsibilities for higher education but most of them are laypersons who have not been professionally prepared and carefully selected for their tasks. In addition, college presidents, who are the principal resource for college trustees, are not trained to prepare them. It is further suggested that college presidents are not motivated to train trustees, and that when it comes to being made aware of the real issues in higher education, the college trustee is usually the last to know. One of the things that trustees and statewide boards have in common is that both groups are almost universally disliked. Statewide boards may take positive steps by informing trustees of the board's goals. Trustees can help the situation in higher education by taking an active role in influencing colleges and universities toward programs of interinstitutional cooperation, through the statewide boards. (SW)

ED 202 317

HE 013 825

Millard, Richard M.

Reconciling Statewide Priorities and Institutional Aspirations.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-046

Pub Date—Nov 77

Note—19p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Dearborn, MI, November 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *College Planning, College Role, Cooperative Planning, *Educational Assessment, Educational Cooperation, Educational Finance, Educational Trends, Governing Boards, *Government School Relationship, *Higher Education, Retrenchment, State Agencies, *State Boards of Education, *Statewide Planning

Identifiers—Illinois, Indiana, Michigan, Ohio, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Relations between colleges/college governing boards and statewide coordinating boards, and alternatives to coordination, are considered. The history of statewide coordinating boards is briefly sketched, and it is suggested that current conditions and trends require both state and institutional responses. Among the issues are declining enrollments and the need to develop new student clienteles, the need for coordination with respect to continuing education and lifelong learning, financial problems in higher education and the need for relevant budgeting formulas, the demand by state government and the public for accountability, the need for effective information systems, effective ways to review academic programs and educational outcomes, and relationships between public and private

higher education. It is suggested that institutional boards and executives, in cooperation with their faculties and with appropriate state agencies, need to develop clear statements of institutional goals and objectives in terms of educational functions and target audiences. Attention should also be directed to institutional and statewide assessment and effective program review. Some references are made to the situations in Ohio, Illinois, Indiana, and Michigan. (SW)

ED 202 318

HE 013 826

Millard, Richard M.

Statewide Coordination and Governance of Postsecondary Education: Quality, Costs and Accountability: The Major Issues of the 1980s.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-047

Pub Date—Dec 77

Note—23p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Wayzata, MN, December 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Budgeting, *Educational Assessment, Educational Finance, Educational History, Educational Quality, *Governance, Higher Education, *Postsecondary Education, Program Evaluation, *State Boards of Education, State Standards, *Statewide Planning, Trend Analysis

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The historical development of coordinating and governing boards in higher education, the structures and powers of these boards, concerns common to the different states, and current issues are considered. The major period of acceleration in the development of state higher education agencies and boards occurred during 1960 to 1975, the most rapid period of expansion in higher education. While all types of institutions increased in size, by far the major growth was in state institutions. Planning, program review or approval, and budget development are three major areas in which most boards have some responsibility. However, boards vary from state to state both in their powers for carrying out these functions and in the scope of their applicability. Factors contributing to the formation of the coordinating or governing boards include: increased expenditures, providing budgetary equity among institutions, assuring diversity among state institutions, and avoiding unnecessary duplication. Additional concerns include projected enrollments concerning traditional and nontraditional college students; funding difficulties in higher education; the increased demand for accountability; growing concern for private, proprietary, and vocational institutions; the impact of collective bargaining; and the impact of federal legislation and regulation. Mandates for the future are also addressed. (SW)

ED 202 319

HE 013 827

Bonham, George W.

The Maintenance of Academic Quality in a Time of Uncertainty.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-007

Pub Date—Jul 77

Note—17p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Keystone, CO, July 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, College Role, *Educational Improvement, Educational Objectives, *Educational Quality, *Equal Education, Government School Relationship, *Higher Education, *Resource Allocation, Student Needs

The problem of maintaining quality in higher education is addressed. It is suggested that there is a need to move from "managerialism" to concern for meeting individual rather than institutional needs. Progress in management information systems and efforts to improve accountability cannot be equated with achieving educational quality. The equalizing

of funds to different colleges and universities has a leveling effect on institutional quality. It is proposed that the state's investment in training an associate-level computer programmer should not be the same cost as that for a molecular physicist or lawyer. In addition, it is claimed that there is a need for using the results of educational research when making educational policy decisions. For example, in spite of evidence indicating the value of smaller and more intimate learning settings, decision-makers have chosen larger and larger campus instructional units. A minimal government role, a conscious effort to deal with educational substance, and questioning about qualitative issues concerning human accomplishment are suggested as guidelines. It is proposed that there is nothing immoral about identifying and rewarding exceptional talent, and the public belief that quality is achieved by dividing educational resources equally among all is questioned. (SW)

ED 202 320 HE 013 828

Norton, James A.

State Relationships to the Private Sector.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-050

Pub Date—Jan 76

Note—13p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Petersburg, FL, January 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Financial Support, *Government School Relationship, *Higher Education, Intercollegiate Cooperation, *Private Colleges, Private Financial Support, *Public Policy, State Aid, State Colleges, *State Government, Student Financial Aid

Identifiers—*Ohio, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The relationships between state government and private higher education are considered with emphasis on Ohio. It is noted that state colleges have received land and financial support from private sources and that there have been reciprocal arrangements of public support given to private colleges. These arrangements include different types of tax exemption, state revenue bonds for capital projects, student loans, and contracts between private colleges and public community colleges for complete services. Examples of this type of contract are described. In regard to policy considerations, it is claimed that quality exists in both the public and private sectors, and that as times and needs change, colleges in some areas may need to be established while colleges in other areas may not be needed. Some of the recommendations adopted by the Ohio Board in its December 1975 policy statement are criticized. Eligibility for student financial aid and the state role with respect to private higher education are addressed. (SW)

ED 202 321 HE 013 829

Venton, J. Peter

Present Trends in Power Relations Between Government and Higher Education (The Province of Ontario as a Case in Point).

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-064

Pub Date—Aug 77

Note—19p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Big Sky, MT, August 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Agency Role, College Planning, College Role, Decision Making, Educational Finance, Educational Policy, Financial Problems, Foreign Countries, Governance, *Government School Relationship, *Higher Education, *Institutional Autonomy, Power Structure, *Public Policy, Retrenchment

Identifiers—Council of Ontario Universities, *Ontario, Ontario Council on University Affairs, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Power relations between government and higher

education in Ontario, Canada, with specific reference to financing and to graduate program development, are addressed. The types of postsecondary institutions and the roles of the Ontario Council on University Affairs (OCUA) and the Council of Ontario Universities (COU) are identified. It is suggested that the government's actions from 1972-73 to 1975-76 resulted in a reduction in the university's power to maintain its revenues even at a minimal level and that the system's power will be further diminished in the next three years. However, institutions have retained the power to make decisions on the allocation of their revenues, to set academic standards on admission and graduation, and to develop new undergraduate programs. In the graduate realm, the universities have also lost a measure of power to develop new programs, and they may stand to lose even more power to maintain some existing programs in the next several years. However, the COU has power to make decisions on the quality of existing graduate programs. The role of the OCUA in serving as a mediator between the government and the universities is concluded to be important in the years ahead. (SW)

ED 202 322 HE 013 830

West, Cameron P.

What the Nation's Private Colleges Perceive as the Implication for Their Future.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-065

Pub Date—Dec 75

Note—11p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Choice, College Role, Declining Enrollment, Educational Finance, *Enrollment Trends, *Financial Problems, Higher Education, *Private Colleges, Public Policy, Scholarships, State Colleges, Student Financial Aid, *Tuition

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Difficulties facing private colleges and universities in the future are considered, with attention to the situation in North Carolina. An important determinant of the future of independent higher education will be public policy. Three major considerations include: private colleges and universities are public resources and serve a predominantly public function; to the extent that private institutions educate citizens of the state, they save the taxpayers money; and it is questionable public policy to expand state-supported institutions while private college facilities lie underutilized. Of primary concern to elected and appointed state officials is the impact of the rapid shift of in-state resident enrollment since the mid-1960s. Data on enrollment trends in North Carolina are presented as illustration of the decline in the percentage of undergraduates attending private colleges and universities. This change in student choice has resulted in the need for additional facilities and increased operating costs for the state. According to studies, a primary reason students choose public over private colleges is the tuition differential. However, it is suggested that the increased tuition differential between the two sectors has not been as great as has been the increased subsidy to students attending the public sector. It is proposed that a comprehensive scholarship program based on student need be combined with a tuition offset program (addressed to the differential between the two sectors). This proposal is designed to allow students greater choice in selecting a college. (SW)

ED 202 323 HE 013 831

Ziegler, Jerome M.

Who Controls, Who Will Control Higher Education?

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-066

Pub Date—Jan 76

Note—22p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Peters-

burg, FL, January 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Declining Enrollment, Educational Assessment, Educational Finance, Federal Government, *Government School Relationship, *Higher Education, Institutional Autonomy, Public Education, Public Policy, State Boards of Education, *State Colleges, *Statewide Planning, Trustees

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The persons, groups, and agencies that share in the control of a public college/university or system are identified, and issues facing higher education and approaches to the problem of control are considered. The following higher education components are examined: the institution and its board of trustees, faculty bodies and student bodies, state-wide coordinating boards, various state agencies, legislative committees, and federal agencies and courts. Issues facing higher education include declining enrollments, equal opportunity and access to education, educational finance, the missions of institutions or systems, educational quality, institutional autonomy, and long-range planning responsibilities. It is suggested that state government must make its responsibility clear to all concerned for overall assignment of mission, level of funding, and state policy of access and equality of opportunity. The state must also clarify that statewide planning is within its authority. Within a framework of government policy, institutions should be free to develop their own answers to their needs, and faculty should be free to develop academic programs and student services. It is further suggested that both colleges and state government should keep a check on the federal government's influence in higher education. (SW)

ED 202 324 HE 013 832

Boren, David L.

The Issues.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-904-1

Pub Date—Nov 78

Note—21p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, *College Role, *Cooperative Planning, Cooperative Programs, *Educational Objectives, Educational Trends, *Higher Education, Private Colleges, State Colleges, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on issues in postsecondary education are presented with some reference to Oklahoma. Enrollment trends and the push toward cost effective educational programs are considered, and it is suggested that the important issue is often overlooked: the need to clarify the role of higher education institutions, or what society demands from the educational sector. A collapse of the spirit of community in American society and the growth of groups of people with special interests are seen as overall influential factors. Within the educational sector, there is a temptation to react more to the economic pressures, to react only to the needs of specialization as the top priority. It is proposed that higher education should produce graduates with perspective and not with tunnel vision, or the point of view of narrow specialization. Additionally, the preservation of the private sector is extremely important for the total system. Among the necessary responses are to avoid duplication of graduate programs. In Oklahoma planning for higher educational programs is a coordinated effort with the public and private sectors participating. It is suggested that it is possible to build areas of excellence in graduate programs, plan together to avoid duplication in the public and private sectors, and enter into some contractual relationships for shared services and resources. There is a need for higher education institutions to relate to the needs of society, and not overproduce teachers, for example. Additional concerns include whether new program development is feasible, whether new buildings are

needed, and how to prepare for change and new roles when old programs are eliminated. (SW)

ED 202 325

HE 013 833

Jensen, Richard W.

State Policies and Programmatic Implementation.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-904-2

Pub Date—Nov 78

Note—19p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Educational Finance, Financial Support, *Higher Education, Middle Class Students, Need Analysis (Student Financial Aid), Private Colleges, *Private Education, *Public Education, State Aid, State Colleges, *Statewide Planning, *Student Financial Aid, Tuition

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The relationships between the public and nonpublic sectors of higher education are considered with respect to planning issues, financing issues, and accountability. Among the planning concerns are the following: to what extent should the nonpublic sector be involved in the statewide review of new and existing programs; how can resources be shared among public and independent sectors; how will the independent sector be involved in policies relating to the provision of learning opportunities for adults; and how and to what extent should the state provide financial support for the nonpublic sector. There is extensive support for need-based student aid as the primary vehicle for state support of independent higher education. Relevant questions pertain to the maximum award level, how need should be determined, and whether non-need based student aid (tuition offsets) should be available to private colleges. It is suggested that to provide relief to middle income students, it would be necessary to adjust need analysis schedules to require smaller family contributions in the middle and upper middle income ranges. It is suggested that the importance of the private sector is demonstrated by state direct, general purpose support to independent institutions, contracts for general support or for support related to enrollment of low income students, and categorical institutional grants. It is recommended that the composition of an aid program be based on a clear understanding of state goals with respect to postsecondary education, and the role nonpublic institutions play in achieving them. Other policy questions include who will monitor the accountability of private colleges and what it will involve. (SW)

ED 202 326

HE 013 834

Phillips, John D.

Policy Issues, the Federal Government, and Diversity.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-904-3

Pub Date—Nov 78

Note—15p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Federal Aid, *Federal Government, Federal Regulation, *Financial Support, Government Role, *Government School Relationship, *Higher Education, Private Colleges, *Public Policy, State Aid, State Colleges, State Government, Student Financial Aid

Identifiers—*Diversity (Institutional), *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The federal policy perspective regarding private higher education and the issue of diversity is considered. Among the areas of concern is the tendency to assess the value of a college education in terms of the individual's earning power in the marketplace, rather than in terms of serving individual identity. It is suggested that independent colleges are among the best places to learn our basic moral and educa-

tional heritage as a nation. It is further suggested that increased federal regulation threatens the fundamental ideal of self-government in the states and in higher education institutions. One danger is that as state governments attend to higher education and to the public and private sectors, they will also exert too much governmental control. A positive step was taken with the reorientation of the federal role in higher education toward primary reliance upon student aid programs and support for middle income students. It is proposed that the federal legislation should be matched by efforts to expand state programs. Another major policy is the gradual replacement of restricted categorical programs with capitation grants to colleges based on general service standards. Regardless of the type of aid, it is proposed that policy should be: service to students with funding based on enrollment in a free-choice educational marketplace; intervention in the marketplace to prevent unfair competition, program duplication, and coordination to meet program needs; and containment of governmental overkill. (SW)

ED 202 327

HE 013 835

Boyd, Joseph D.

Case Study: Illinois.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-904-CS-1

Pub Date—Nov 78

Note—10p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Accountability, Case Studies, *College Students, *Eligibility, Financial Needs, Full Time Students, Higher Education, *Need Analysis (Student Financial Aid), Part Time Students, *State Aid, *Student Financial Aid

Identifiers—*Illinois, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Approaches to student financial aid that are used in Illinois are described. Illinois tries to respond to the separate priorities of guaranteeing both access and reasonable choice. Over 60 percent of students at public four-year colleges, and about 18 percent of students attending community colleges receive need-based aid. The need-based student aid program is available to full-time and half-time students and to all students regardless of their academic standing. The need to coordinate with federal financial aid programs is emphasized. Additionally, some kind of formula based on the accessibility of loans is recommended. Illinois' maximum award has grown over time from about \$600 in the beginning, to a current \$1,650. Illinois has also stabilized the enrollments between the public and private schools in the state so that institutions equally share the situations of enrollment growth or enrollment decline. It is projected that half-time students will increasingly seek to participate in postsecondary education and jobs, or other pursuits. The importance of scheduling financial aid decisions to provide students with flexibility in their enrollment decisions is noted. Concerns related to accountability include the institutions' determination of eligibility of funds. Some audits may determine whether the packaging of aid is within the guidelines established by the state. Institutions also need to have clear refund policies that are implemented by state authorities and that protect students. (SW)

ED 202 328

HE 013 836

McGuire, Edward

Case Study: Pennsylvania.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-904-CS-2

Pub Date—Nov 78

Note—8p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Choice, *College Students, Community Colleges, Federal Aid, Financial Support, Higher Education, *Private Colleges, Private School Aid, *State Aid, *State Colleges, *Student Financial Aid

Identifiers—Massachusetts, *Pennsylvania, *Seminars for State Leaders Postsec Ed (ECS SHEEO) Financial support to college students and public and private colleges in Pennsylvania is described. The philosophy in Pennsylvania regarding the survival of private institutions is to provide money to the students, the consumers, and let them decide which institutions fit their basic needs and goals. Pennsylvania has established the Pennsylvania Higher Education Assistance Corporation, which puts \$72 to \$75 million a year into the student market as direct grants. About \$68 million comes from the State Treasury, and the rest is made up of federal dollars and earnings. In addition, Pennsylvania has developed an Institutional Assistance Grant program. Pennsylvania takes the money made available by the legislature and divides it by the number of students who have received grants from private institutions. They then divide out the available money, up to \$400 per student. Pennsylvania has also started to move back into direct aid to private institutions. Pennsylvania's system involves a state-owned system that receives from the treasury virtually all of its money (14 colleges), state-related institutions that receive most of their funds from the state (three institutions), the community college system that receives one-third from tuition and one-third from a local sponsor, and private institutions that receive several million dollars from the state (13 institutions). A brief comparison to the situation in Massachusetts is made. Massachusetts provides need-based aid to students, and the law says that 75 percent of the state aid must go to students who attend private institutions. Massachusetts also allows students to take their money and go to a college in another state. (SW)

ED 202 329

HE 013 837

Blount, Clarence W.

Forces Which Damage Constructive Relationships From the Point of View of the Legislature or the Fine Art of Legislative Diplomacy.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-006

Pub Date—Jan 76

Note—8p; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Petersburg, FL, January 1976).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Legislation, Government School Relationship, *Hearings, *Higher Education, *Information Needs, *Legislators, *Lobbying, Meetings, State Officials, Verbal Communication

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

To highlight forces that impede constructive relationships between legislators and agency representatives, advice is offered on presenting testimony in legislative sessions or providing information to a legislator, based on the viewpoint of a state legislator. It is advisable to avoid approaching legislators with the attitude that they are the uninformed and are unable to deal with the complexities of the witnesses' specialized field. Since the legislator will make the decisions, the witness should not present statistical data without interpreting it so that the legislator can understand it. Witnesses should avoid a very lengthy presentation and overused generalizations that proposed legislation is not needed because the function is already being done or because it will be very costly to implement. Presenting information that is false or inaccurate is probably the most destructive form of testimony. A direct and organized approach is essential. Guidelines include the following: know the issue being addressed and the facts that support the position presented; be clear and brief; have all relevant cost figures; offer to answer questions or to send answers to questions that cannot be immediately answered; present any relevant past experience; do not be evasive or antagonistic; use demonstration materials such as charts, graphs, or pictures; do not assume legislators have read material sent to them; and respect time

allotments for presentations. In addition to testifying or directly contacting legislators, agency personnel may want to support their cause with a long-range educational campaign to win interest and sympathy for programs. It must be remembered that the legislator has to consider many factors, including the taxpayer who pays the bill. (SW)

ED 202 330 HE 013 838

Booser, Howard R. And Others

[The Status of Higher Education and the College Environment. Collected Remarks.]

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-008; IEP-511; IEP-912-4

Pub Date—78

Note—10p.; Papers presented at Seminars for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Affirmative Action, *College Admission, Court Litigation, Educational History, Educational Trends, Ethnic Groups, *Government School Relationship, *Higher Education, Minority Groups, Political Influences, Resource Allocation, State Agencies, *State Boards of Education

Identifiers—Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Supreme Court

Conference papers and panel remarks concerning the role of state coordinating or governing boards, trends in higher education since before World War II, and implications of the Bakke decision are presented as part of an inservice education program. In "Life in the Centrifuge—Panel Remarks," Howard R. Booser suggests that higher education as part of a political arena has to compete for resources. Governors and legislatures have created planning, coordinating, and governing boards to assist them in allocating available resources. The boards must interact with institutions, state government, local and regional interests, and federal interests. In "College: The Center of the Universe," G. Theodore Mitau describes the atmosphere of higher education before and after World War II with reference to academic requirements, the mission of state teachers colleges, land-grant universities, liberal arts colleges, faculty recruitment, broadened access with the G. I. Bill of Rights, the importance of a college education for personal success, and the continuing growth in enrollments in the 1960s. Additionally, a summary of remarks of Luis Nogales concerning the Bakke decision is presented. Among the points are the following: the use of race as an admission parameter has been affirmed; there is a need to redress the underrepresentation of educationally disadvantaged ethnic groups in graduate and professional programs; the same minority groups who are underrepresented in advanced educational programs are the most underserved in critical human service areas, such as health care and legal assistance. Steps that state agencies and institutions can take are suggested. (SW)

ED 202 331 HE 013 839

Katz, Bennett D.

Statewide Postsecondary Agencies and Their Relationship to the Executive and Legislative Branches.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-039

Pub Date—Jan 76

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Petersburg, FL, January 1976).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, College Role, Coordination, Educational Cooperation, Governance, Government Role, *Government School Relationship, *Higher Education, *Legislators, State Agencies, State Boards of Education, *Statewide Planning

Identifiers—*Maine, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The structure of higher education in Maine and

the relationship between postsecondary education leaders and legislators are considered. Maine's state system has a single governing board and a chancellor. It is suggested that the jobs of the chancellor and college presidents do not involve duplication. A postsecondary education commission was recently created in Maine to promote interinstitutional communication, which was also addressed through the medium of a 1202 commission. It is suggested that there is a need for: cooperative planning between colleges in close geographical proximity in relation to program offerings and services; long-range planning; information relevant to the specific issue being addressed; and mutual confidence between political and postsecondary education leaders. It is proposed that the best way to avoid conflict between institutions is to have a voluntary system of cooperation and that the best way to avoid program duplication is for colleges to voluntarily negotiate. (SW)

ED 202 332 HE 013 840

Nyquist, Ewald B.

Shifting Power Relations Between Higher Education and State Government.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-052

Pub Date—Aug 77

Note—24p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Big Sky, MT, August 1977).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Educational Trends, Federal Government, Financial Support, Futures (of Society), *Governance, Governing Boards, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Leadership, *Power Structure, State Government, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

In the United States, decision-making in education is becoming laterally dispersed, involving the interaction of many more variables and many more people, groups, and agencies. It is also rising to higher levels of government, including the federal government. This is correlated with relatively new sources of financial support and with accountability requirements. The traditional concept of institutional governance is endangered. The single most important factor accelerating this trend is the rapid rise of educational costs and the need for higher outlays of public funds. State budget and planning officers are beginning to play the critical role played by the Office of Management and Budget and the General Accounting Office at the national level. Legislators are also better educated than in the past. Combined with a profound mistrust of established authority, the scene is set for administrators and coordinating boards involving an ambience of hostility, distrust, ambiguity, discontent, and criticism. The decade ahead will require strong leadership in five functions: planning, evaluation, accountability, certification, and licensing; informed state and regional advisory councils; and the self-initiated correction of institutional weaknesses. In the absence of the latter and strong coordinating board leadership, authority will either flow into the hands of agencies with conflicting goals or centralized in the state budget director. A clear distinction is to be made between institutional governance and statewide coordination, which serve very different functions in higher education. (MSE)

ED 202 333 HE 013 841

Porter, John

Forces That Damage Effective Relationships: State Agencies.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-055

Pub Date—Jan 76

Note—8p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (St. Petersburg, FL, January 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Cooperation, Educational Finance, Government Role, *Government School Relationship, *Higher Education, *Information Dissemination, Information Needs, *Resource Allocation, *State Agencies, State Aid Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Forces that affect relationships between colleges or universities and state government are considered. It is suggested that the role of the state agency is perceived differently by the various constituencies of the agency. It follows that the definition of effectiveness becomes a changing concept depending on the perspective from which it is viewed. To clarify this issue, the example of the appropriations process is considered. While institutions oppose reduced funding, the legislative and executive branches tend to have a completely different perspective on the resource allocation process. The coordinating board may help the situation by making funding recommendations that require assigning priorities to specific programs in the overall long-range plan. It is proposed that: reporting requirements of colleges and universities should be kept to the essential areas; agencies and institutions should maintain good communication and should present information to each other in understandable, rather than specialized, language; and valid requests for information made by colleges to agencies should be satisfactorily answered, or agencies should assure colleges that information will be provided when possible. (SW)

ED 202 334 HE 013 842

Boren, David

A Governor's Agenda for Action in Higher Education.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-902-1

Pub Date—Dec 77

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Tucson, AZ, December 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Students, Educational Assessment, Educational Finance, *Educational Trends, *Financial Problems, General Education, Government School Relationship, Graduate Study, *Higher Education, *Intercollegiate Cooperation, Liberal Arts, Retrenchment, Teacher Supply and Demand, Undergraduate Study

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Approaches to the difficulties facing higher education are considered, based on the viewpoint of the governor of Oklahoma. It is suggested that if scarce financial resources are used to maintain a broad-based liberal education, difficult choices will need to be made in other areas in order to preserve that priority. For example, it is too expensive for every higher education institution to offer every graduate program. In addition, it is necessary to move from using only quantitative measures for deciding what programs to continue to refund, and it is obviously inadvisable to produce two or three times as many teachers as can be absorbed into the system. It is suggested that faculty members of the colleges of education be utilized for inservice training in the elementary and other education systems. There is a need to adjust to a whole new student market, including part-time students. Greater communication between the higher education community and public officials is also required. (SW)

ED 202 335 HE 013 843

Andrews, Hunter

Problems and Issues Related to Legislative Process: The State Dimension.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-1

Pub Date—May 75

Note—7p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, College Students, Educational Demand, Enrollment Trends, Government School Relationship, *Higher Education, *Legislators, Policy Formation, *Politics, *Public Policy, *State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO), *Virginia

Perspectives on the legislative process in Virginia and the relationship between the higher education community and the legislature are presented by a state senator. Virginia's legislature operates on a 60-day calendar basis, has an executive budget, and the governor has item veto power. The budget process requires that constituencies needing appropriations provide their requests well in advance, perhaps six or seven months before the legislative session. It is suggested that in spite of declining enrollments in other parts of the country, the South is experiencing an increase in higher education enrollments, and the state-supported institutions cannot take all of the applicants. Virginia politics has followed the belief that educational officials should be nonpartisan, and Virginia and Massachusetts have the largest number of citizens on policy boards in universities. The large number of citizens on public college and university boards is a reason that a strong centralized governing body would be impossible. It is proposed that diversity within the types of colleges and universities is preferable to the creation of one big state university. The importance of educational officials being informed about bills that affect higher education and being available to provide information during the legislative session is emphasized. It is also important to know the individual legislative committee members and their views. It is suggested that legislators who are on the education committee should also be on a committee concerned with funding or finance so that they can carry out their educational plans. (SW)

ED 202 336

HE 013 844

Andringa, Robert C.

Problems and Issues Related to Legislative Process: The Federal Dimension.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-2

Pub Date—May 75

Note—12p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, *Federal Government, Federal Legislation, Federal State Relationship, Governmental Structure, Government Role, *Government School Relationship, *Higher Education, Legislators, *Public Policy, *State Government

Identifiers—*Congress, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The legislative process in the U. S. Congress is considered, and personal perspectives on federal/state roles in postsecondary education are offered. Members of the House Committee on Education and Labor are identified, and information is provided about the eight subcommittees. The comparable authorizing committee in the Senate is the Labor and Public Welfare Committee. In the House, three different subcommittees handle the same issues handled by the one Senate subcommittee. The Appropriations Committee handles all spending bills. Both the House and Senate appropriations committees have 13 subcommittees. Specific interactions with respect to authorization or appropriations bills under consideration are described to provide some insight on the legislative process. The following predictions are offered: total dollar support will keep up with inflation at best; few new programs will be enacted and the emphasis will be on student assistance; and there will be continued demands on institutions through exercise of regulatory powers. It is also suggested that there will be an increasing state role in postsecondary education, and that most states should increase support to the private sector. Specific suggestions for state agency strategy include the following: become bipartisan and influence through informal networks; emphasize leadership development for both full-time personnel

and nonagency key persons; identify and involve laypersons; and designate one staff person to be accountable for monitoring federal policy process. (SW)

ED 202 337

HE 013 845

Hollander, T. Edward

Information Related Problems in State Planning.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-3

Pub Date—May 75

Note—14p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *College Planning, Databases, *Data Collection, Decision Making, Feedback, Higher Education, *Information Needs, *Management Information Systems, Program Costs, Research Needs, *Statewide Planning

Identifiers—*New York

Perspectives concerning data collection in postsecondary education management and planning are considered. It is suggested that one of the dangers in data collection operations is collecting data without knowing why. It is argued that unless one knows in advance what is being measured and the purposes of measurement, data should not be collected. Principles that are followed in New York include the following: before data are collected, an attempt is made to determine whether or not that data are going to help make a decision or influence a decision; an attempt is made to feed back information on how the data were used to the institutions that furnish the data; and data collection costs to the institution are estimated. Data are collected in New York in relationship to four different kinds of activities: measuring progress toward goals, for purposes of accountability, for decision-making, and for planning. Much of the state's data collection activities are designed to measure, by institution and by sector, progress toward four goals for postsecondary education: open access, maintenance of a comprehensive system including all types of institutions to match all types of student needs; provision of special educational opportunities for persons from groups excluded previously from higher education; and commitment to excellence and quality. Specific ways in which data collection supports these goals are discussed. New York's long-range goal is to implement the National Center for Higher Education Management System (NCHEMS) planning model online, which involves getting most of the institutions into the NCHEMS format and minimizing data requirements to the kinds of questions that will likely be needed on a regular basis. (SW)

ED 202 338

HE 013 846

Huff, Robert A.

Problems and Issues Related to the Data Game.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-4

Pub Date—May 75

Note—11p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, *Accountability, Budgeting, Conflict Resolution, *Data Analysis, Decision Making, Evaluation Criteria, *Government School Relationship, Guidelines, *Higher Education, Institutional Autonomy, Management Information Systems, *Political Influences, State Colleges, State Officials, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Ways that data can be misused in establishing accountability of public higher education are described along with approaches to help alleviate the potential adversary relationships between postsecondary leaders and state agency personnel. It is suggested that scholars fear a future in which educational decisions may be made according to numbers

or by state agency staff who may lack expertise about the issues in higher education. Part of the relationship between state agencies and colleges is influenced by the analysis of data and subsequent conclusions. It is a political tactic to display only those pieces of information that are supportive of a preconceived position, and data elements can be aggregated using decision rules that maximize some comparative figures and minimize others. Data can be manipulated in many ways so as to mislead decision-makers, and decision-makers can choose to base judgments on only scraps of evidence. Faculty suspect that state agency staff and the general public neither understand nor appreciate their unique working style or professional role, and institutional administrators fear loss of autonomy to manage their own campuses. It is proposed that all parties may feel more comfortable if there are clear policy statements guaranteeing certain decisions and responsibilities to each group. One necessary step is to develop a Bill of Rights at the state level so that all participants will have a clear understanding of how the state higher education system is to operate. Additionally, a clear statement defining the sequence of events within the planning and budgeting processes and specifications for a statewide data base and management information system could be developed. Emphasis could be placed on collecting only those data elements that are essential for the prescribed planning and budgeting process. (SW)

ED 202 339

HE 013 847

Martorana, S. V.

Dealing with Dwindling Resources.

Education Commission of the States, Denver, Colo.

Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-5

Pub Date—May 75

Note—16p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Cooperative Planning, Coordination, Decision Making, Declining Enrollment, Educational Trends, Financial Problems, Governance, *Higher Education, *Intercollegiate Cooperation, Regional Cooperation, *Regional Planning, *Retrenchment

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Factors contributing to the struggle for survival faced by postsecondary institutions and ways to deal with dwindling resources, in particular by regionalism and regionalization, are considered. Among the contributing factors are the leveling off of the college-age population (18-21-year-olds), the declining status of advanced learning in American society, and the possibly continuing decline in financial support. One possible response is for colleges and universities to make the human and material resources they already have stretch further. Five dilemmas that confront resource use coordinators are as follows: how to maintain institutional autonomy; whether decisions should be made by consensus, majority vote, or edict; how to implement decisions in light of expanding collective bargaining; and how to obtain staffing and other resources to do the work of resource allocators. It is suggested that regionalism in higher education is emerging as a middle-ground position in state-level coordination and planning for higher education and may avoid both monolithic, centralized statewide control and a bad market model. Based on preliminary findings of a national study, it is suggested that regional cooperation between institutions be officially recognized by an authoritative agency in the state. Official recognition can separate the concept of regionalism as an aspect of statewide planning and coordination of postsecondary education from the more general phenomenon of voluntary consortium arrangements among institutions. Thirty-one states have engaged in study of regionalizing postsecondary education, and 47 patterns of regionalization have been identified. Seven states have moved into regionalization by virtue of an enabling statutory action. (SW)

ED 202 340 HE 013 848

Mautz, Robert B.

New Assumptions for State Level Leadership in the Future.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-909-6

Pub Date—May 75

Note—7p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Declining Enrollment, Educational Finance, Educational History, *Enrollment Trends, Governance, Government Role, *Government School Relationship, *Higher Education, Resource Allocation, *State Boards of Education, State Colleges, *Statewide Planning, Trend Analysis

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Some historical developments concerning public higher education, the fiscal outlook, and enrollment trends are considered. Although historically state-supported universities were autonomous, the decade following World War II brought greater state involvement. Increasingly, political rather than educational considerations governed decisions regarding the division of monies among the universities and colleges. Most states have established a single agency to coordinate and plan postsecondary education. Boards were given authority to recommend the establishment of new institutions, the expansion of existing ones, and other functions. The fiscal situation is a major concern for the future. The impact of inflation and a stable income or a decreased rate of increase of that income has had quality and programmatic effects, and has affected the expectations and morale of citizens. Declining enrollment trends will mean extreme competition for traditional students and expanded educational offerings to other age groups: adults, inmates, shut-ins, and others. It is advocated that caution be exercised to avoid further deterioration of academic standards. It is projected that because of educational, economic, and political necessities central coordinating boards may appear ineffective advocates from the universities' standpoint, and as ineffective managers from the legislative standpoint. It is suggested that it is important to the welfare of higher education that governing boards survive. (SW)

ED 202 341 HE 013 849

McCarthy, Patrick

State Agency Relationships.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-7

Pub Date—May 75

Note—8p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Court Role, Governance, Government Role, *Higher Education, Information Needs, *Legislators, Political Influences, *Political Power, *State Agencies, *State Boards of Education, State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Characteristics of state coordinating boards or governing boards are briefly outlined, and the nature and character of political relationship of the board with other agencies are examined. The board is characterized by its limited powers, its nonpolitical base, and its restricted clientele. In dealing with the executive agency, it is important to make the governor aware that the coordinating or governing board represents an important resource in terms of politics. It is important to anticipate the information the governor will want sometime in the future and to be prepared. It is also important to stay out of the governor's way politically, because coordinating/governing boards do not do very well against governors. In dealing with the legislative branch, it is

generally true that the legislature as a whole has a consciousness approximately at the level of the general public, while the various committees related to education tend to have a high level of sophistication. Committees expect coordinating/governing board representatives to be available, have answers, and do work that their staffs generally handle. Dealing with committees concerned with finance is also addressed. Another important interrelationship is with the judicial branch. The courts' interpretations will affect fiscal freedom and institutional autonomy. The attorney general's opinions and the court's opinions probably will make the difference in whether or not higher education is cut severely through attacks on tenure, on faculty status, and on the rights to offer programs. In addition, there is a whole set of other interagency relationships with budget agencies, licensing agencies, and other essential groups. It is necessary to have open relationships at the top and some kind of regular communication. Lower-level staff should also develop working relationships with staff of other agencies. (SW)

ED 202 342 HE 013 850

Millard, Richard M.

External Interest Group Impingements.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-8

Pub Date—May 75

Note—14p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Consumer Protection, *Educational Malpractice, Eligibility, Federal Aid, Federal Legislation, Federal Regulation, *Government School Relationship, *Higher Education, Loan Repayment, Standards, State Government, State Legislation, *State Licensing Boards, Student Financial Aid

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The history of the interrelation among state approval, accreditation, and institutional eligibility is considered. It is suggested that faculty and college administrators can be either an internal or external group in relationship to the planning process. The federal government, or the state government, passes legislation that may have both indirect and unintended impacts on postsecondary education and state planning for education. The Vocational Education Act, the Buckley Amendment, and the Erwin Act are cited as examples. When federal funds became available to students or to institutions, the federal government used the accreditation process as a criteria for establishing eligibility for receipt of federal funds. The opening of federal programs to proprietary institutions and their students not only tremendously increased the numbers of institutions but also the possibilities for below standard and fraudulent operations. Around 1970, there were a number of states that did not have legislation or regulations that applied to degree-granting, non-profit institutions or to proprietary institutions. The Education Commission of the States developed model state legislation for authorization of institutions to operate and grant degrees. The default rate for the guaranteed loan programs, the growth of the consumer movement, and the issue of educational malpractice are other areas of concern. It is suggested that major concerns are the states' role in licensing, chartering, and regulating, and the need for private accrediting groups and state agencies to work together. (SW)

ED 202 343 HE 013 851

Porter, John

State Agency Relationships: Incestuous, Intertwined and Otherwise.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-9

Pub Date—May 75

Note—8p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accrediting Agencies, *Agency Cooperation, Consortia, Cooperative Planning, Coordination, Federal Government, *Government School Relationship, *Higher Education, Institutional Cooperation, National Organizations, Professional Associations, *Regional Cooperation, *State Agencies, State Government, Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The relationship of the state coordinating agency with other governmental and nongovernmental agencies and with higher education institutions is considered. In addition to the primary function of long-range planning for postsecondary education systems, coordinating boards also have the important function of providing the various elements of constituency with accurate and timely information. It is suggested that the coordinating agency exists in the center of an equilateral triangle, equidistant from the three corners represented by the executive, legislative, and institutional interests. To deviate toward one corner would result in losing the respect, support, or influence of the other two elements. Various state agencies with which the coordinating agency interacts are listed, including the state board of education, the attorney general's office, and the licensing and accrediting board. Interactions also occur with: quasi-public agencies at the state level (postsecondary education consortia); individual or private groups at the state level (state affiliate of the National Education Association and organized labor); quasi-public regional agencies (Southern Regional Education Board); private or individual groups at the regional level (regional accrediting agency); public agencies at the national level (Office of Education); quasi-public agencies at the national level (Education Commission of the States); and private agencies at the national level (State Higher Education Executive Officers Association). (SW)

ED 202 344 HE 013 852

Reibman, Jeanette F.

Problems and Issues Related to Legislative Process: The State Dimension.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-10

Pub Date—May 75

Note—7p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, Advisory Committees, Change Strategies, College Students, Enrollment Trends, *Financial Problems, *Governance, *Higher Education, Nontraditional Students, Private Colleges, *Public Policy, Retrenchment, State Colleges, *State Government, Tax Allocation

Identifiers—*Pennsylvania, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Issues of concern to higher education in Pennsylvania and possible roles for the state government are addressed by a state senator. The difficulty of providing postsecondary education in view of reduced funds is noted. It is suggested that the expectation that adult students will help solve the problem of fewer traditional aged college students should be questioned. There may be a gap between the potential adult education population and the actual population willing to participate in formal classes. Additionally, it takes four or five part-time students to generate one full-time equivalent, and colleges and universities will be competing with industry, the military, and even high schools for the adult education market. It is suggested that if the public is less willing to pay more taxes, it will be necessary to develop a flexible, efficient, low-cost, and accountable system of postsecondary education. The Pennsylvania Senate Bill 551 calls for a citizens commission to study the governance, structure, and financing of postsecondary education. The commission would be composed of legislators and private citizens and would address such fundamental questions as the following: whether the four-year approach to undergraduate education is pricing itself out of existence; whether Pennsylvania can tolerate

its patchwork and chaotic classification of postsecondary educational institutions; whether the state should emphasize direct student aid or institutional subsidy; additional approaches, if any, the state adopts to encourage noninstitutional postsecondary education and learning; and whether the state should define with greater precision the purposes, policies, and programs it supports in the private sector. (SW)

ED 202 345 HE 013 853

Andringa, Robert C.

Personal Perspectives of Federal/State Roles in Postsecondary Education.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-909-1

Pub Date—May 75

Note—10p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, *Educational Legislation, Educational Policy, Educational Trends, *Federal Government, *Federal Legislation, Federal State Relationship, Government Role, *Government School Relationship, *Higher Education, Legislators, Lobbying, *Public Policy, *State Government, Trend Analysis

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Brief observations and predictions on the state of postsecondary education and perspectives on federal and state roles are presented. It is suggested that higher education has lost its former high priority status in the minds of the public and legislators; survival is a major preoccupation with many collegiate institutions; competition for campus-based students in the 1980s will create conflict; and increasing institutional costs will have to be shared. It is proposed that federal total dollar support will keep up with inflation at best, but few new programs will ensue, and there will be strong emphasis on student financial assistance. Indications are that the state role will increase, and a state agency that will serve as a buffer between political pressures and defensive isolationism on the part of academic institutions could be helpful. Increased state support to the private sector is suggested. Suggested strategies for state agencies include the following: emphasize leadership development; identify and involve lay workers; and designate one staff member to be accountable for monitoring federal policy process. Information is presented on the Authorizing Committees of the U.S. Senate and House of Representatives, the Appropriations Committees of the Senate and House, and budget committees in both legislative bodies. Suggestions are presented for contacting legislators or testifying before the 94th Congress. Among the recommendations are the following: communicate with members of the committee responsible for specific legislation as well as with the Senators and Representatives in Congress from one's own state; keep communications brief and timely; and become acquainted with legislative assistants and administrative assistants in one's own Senator's and Congressional Representative's Office. (SW)

ED 202 346 HE 013 854

Leslie, Larry L.

Accountability, Conflict, and Academic Freedom in Higher Education.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-909-2

Pub Date—May 75

Note—17p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Accountability, College Role, Conflict Resolution, Governance, *Government School Relationship, *Higher Education, *Institutional Autonomy, Legal Responsibility, Power Structure, *State Agen-

cies, State Boards of Education, State Colleges, Values

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The issues of accountability, conflict, and academic freedom in higher education and the relationship between institutions and state coordinating boards (governing boards, voluntary and compulsory coordinating boards, and planning agencies) are addressed. The causes and nature of the inherent conflict between state coordinating bodies and postsecondary institutions are discussed, with reference to the goals and values of each sector. Both institutions and boards have legitimate claims on many of the same or similar postsecondary powers. It is suggested that if both sides would recognize the other's legal authority, both parties might develop a more conciliatory attitude toward the other. Because all decisions regarding state-institutional relations are value laden, there is a need to seek a balance between the differences between the two groups. Values basic to state agencies are the efficient use of resources and the promotion of institutional responsiveness. Institutions insist that they must be left alone if they are to satisfy such purposes as the critical evaluation of society and the transmission and advancement of learning and wisdom. Institutions want both academic freedom and institutional autonomy. A typical accountability question being asked by state boards is the cost to produce one baccalaureate degree. Holding organizations and their actors accountable for performance is one of the prime purposes of managerial control or accountability. An attempt is made to identify the proper areas of power and authority for states and institutions, and a hypothetical case study is presented for discussion purposes. (SW)

ED 202 347 HE 013 855

Woodard, Prince B.

Total State Planning for Postsecondary Education.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-909-3

Pub Date—May 75

Note—14p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *College Planning, College Role, *Cooperative Planning, Decision Making, Educational Assessment, Governance, Government Role, *Government School Relationship, *Higher Education, Private Colleges, Program Evaluation, Proprietary Schools, State Colleges, *State Government, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Principles for state planning for postsecondary education are considered, and three hypothetical case studies are presented for discussion purposes. The first and basic principle is the need for a clear and categorical mandate for state planning. A second principle is to develop full knowledge of the authority and responsibilities for postsecondary education of the several segments of state government. The primary postsecondary planning body and its staff should seek effective means to keep both the executive and legislative branches fully informed of the priority needs, problems, strengths, and future plans for postsecondary education. Close communication must be maintained with other state and regional agencies. A third principle is that the current and projected status of all existing units in the postsecondary education enterprise be fully understood. The planning agency should give study to the goals and conditions in the public, private, and proprietary postsecondary institutions. Fourthly, it is essential that proper differentiation and attention be directed within the on-going planning process to the components of total planning: strategic planning and tactical planning. Strategic planning establishes the broad frame of reference, the fundamental premises and the philosophies and purposes to be observed in tactical planning, which focuses on a limited set of issues that have high priority. Additionally, sufficient current, relevant, and reliable data must be developed and maintained, and timely and continuous dissemination of information must be insured. There must exist both the capacity and

willingness to make and implement decisions, and both the planning process and plans should be given periodic review and evaluation. It is also important to recognize that different participants in the planning process can have an impact on planning. (SW)

ED 202 348 HE 013 856

Boren, David L.

Remarks by the Honorable David L. Boren, Governor of Oklahoma.

American Library Association, Chicago, Ill. Library Administration Div.; Education Commission of the States, Denver, Colo. Inservice Education Program.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-911-1

Pub Date—76

Note—7p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Oklahoma City, OK, December 1976).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, College Planning, *College Role, Educational Policy, *Educational Quality, Equal Education, *Higher Education, Policy Formation, School Community Relationship, *State Aid, Statewide Planning, Teacher Education, *Teacher Supply and Demand

Identifiers—*Oklahoma, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Developments in higher education in Oklahoma are considered from the governor's standpoint. Oklahoma has ranked fourth in the nation for two years in the percentage of increases of state support for higher education, and in real dollars, the state's educational program has had an increase of 24 percent, far outstripping inflation. After increasing educational opportunity, there now is a mandate to set priorities, to reach for areas of excellence in certain institutions and in certain program areas. One area of concern is that more teachers are being trained than can be absorbed in the state. Responses might be to raise the standards for applicants to teacher education programs and to use college education faculty to provide inservice training to public school teachers. While it is financially difficult to attract the most accomplished scholars, Oklahoma does have a program to bring these people to campuses in the states for brief periods to provide students a first-hand exposure. It is proposed that there is a need to utilize the skills of faculty members in helping to make decisions in the community and in working more directly in educational policy formation. The importance of the spirit of community in society is emphasized. (SW)

ED 202 349 HE 013 857

Coyle, Edward J. And Others

[Accountability, Program Budgeting, and Program Evaluation in Higher Education. Collected Remarks.]

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-911-2; IEP-912-1; IEP-912-3

Pub Date—78

Note—10p; Papers presented at Seminars for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Cost Effectiveness, *Educational Quality, *Government School Relationship, *Higher Education, Needs Assessment, *Program Budgeting, Program Effectiveness, *Program Evaluation, State Colleges, State Government, Statewide Planning

Identifiers—Oklahoma, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Three papers from conferences on statewide coordination in postsecondary education are presented as part of the Inservice Education Program of the Education Commission of the States. In "Educational Program Budgeting in Oklahoma," Edward J. Coyle and Dan S. Hobbs outline the principles, procedures, and processes utilized by the state in the development of institutional needs for educational and general funds. The new budgeting by educational program system in Oklahoma is concerned with instruction, research, and extension. It is suggested that state-level budgeting by educational pro-

gram is superior to the old system of budgeting by educational function in that it is more responsive to changing conditions; it ties program approval directly to the budget-development process; and it is more readily communicated to the legislature and the public than the previous system. The second conference paper by Robert Berdahl discusses accountability in public higher education. It is suggested that a Legislative Program Evaluation movement and sunset legislation (to evaluate and either terminate or continue state agencies) appear to indicate that the state governments may want to evaluate how good a job educational institutions are doing (output evaluation). The third conference by Thurston E. Manning considers program evaluation. Evaluations involve judgments about the effectiveness and efficiencies of institutions or programs, and about the improvement of institutional or program effectiveness or efficiency. It is suggested that there is a need for states to develop clearer statements of purpose for institutions, especially the public institutions and to have a broad base for making judgments about educational quality. (SW)

ED 202 350 HE 013 858
Millard, Richard M.
The New Game.

Education Commission of the States, Denver, Colo.
Inservice Education Program; State Higher Education Executive Officers Association.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-911-3
Pub Date—Dec 76

Note—9p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Oklahoma City, OK, December 1976).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Adult Students, College Planning, Declining Enrollment, Education Work Relationship, Employment Opportunities, *Enrollment Trends, Governance, Government Role, *Government School Relationship, *Higher Education, Labor Market, Nontraditional Students, *Outcomes of Education, *State Government, *Statewide Planning, Trend Analysis, Vocational Education

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The crucial role of the states in postsecondary education and the changing conditions in higher education are addressed. It is noted that the states constitute the largest single source of funding for higher education and have the largest investment in it, and historically and constitutionally are primarily responsible for education. Important trends are declining college enrollments and the need to develop new student clienteles, including older citizens, who may require major changes in curriculum, services, and modes of instruction. There is also public concern with what appears to be overproduction of highly educated manpower (undergraduate and graduate levels). Inflation and decreased funding for education are major concerns, along with the demand for greater accountability by the general public and state government. A more recent development of significance has been the creation of independent legislative or executive auditing agencies concerned with both fiscal audit and performance audit (linking expenditures to outcome or results). Another factor has been the tendency on the state level toward increased centralization not only in planning and coordination but in governance and structure of public higher education. Concern is expressed that the states are spending considerable amounts on postsecondary vocational education, sometimes in direct duplication of occupational programs in community colleges and even regional colleges. It is suggested that there is need for directness in communication between higher education and state government, including legislators, the chief executive, and their staff, along with a need for effective statewide and institutional planning and attention to outcomes. (SW)

ED 202 351 HE 013 859
Bowen, Otis R.

A Governor's View of Higher Education.

Education Commission of the States, Denver, Colo.
Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-011

Pub Date—Nov 77

Note—12p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Dearborn, MI, November 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Accountability, College Administration, College Graduates, Educational Benefits, Educational Cooperation, Educational Finance, Education Work Relationship, Employment Opportunities, *Government School Relationship, *Higher Education, Information Needs, Private Colleges, *Resource Allocation, *State Aid, State Colleges, *State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

A governor's perspective on higher education suggests that government needs to assure itself that the activities it funds are effective in achieving their goals, that college management practices are efficient, that postsecondary education is equally accessible to all citizens, and that excellence in higher education is achieved. Additional issues include the following: the need for information concerning labor market requirements for graduate-level educated persons; mechanisms for allocating resources in line with shifting requirements; the need for accountability for funds, programs, and fair practices; the need to recognize adult learning needs; and the need for communication and interaction among postsecondary and state leaders. Three pressing problem areas are educational finance, relationships with private institutions, and education for productive living. It is suggested that there is a need to examine the procedures used for determining the size and distribution of state funds, and that funding formulas may not be appropriate in a stable system. Other concerns that should be examined are the balance between aid to students and aid to institutions, the relationship between tuition and state support, and the relationship between job markets and education and the balance between education for vocational skill development and education for a productive and satisfying life. Some references are made to the situations in Ohio, Illinois, Indiana, and Michigan. (SW)

ED 202 352 HE 013 860
Cheit, Earl F.

The Next Decade in Higher Education: Obvious Problems and Possible Solutions.

Education Commission of the States, Denver, Colo.
Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-020

Pub Date—Nov 75

Note—21p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Hartford, CT, November 1975).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Declining Enrollment, *Economic Factors, Educational Finance, Educational Objectives, *Educational Trends, Financial Problems, Government Role, *Government School Relationship, *Higher Education, Inflation (Economics), *State Agencies, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Problems confronting higher education are considered from the perspective of state coordinating agencies. Ten obvious problems are as follows: adjusting to new enrollment patterns; attempting to close the cost-income gap; expenditures increasing more rapidly than income; supporting the capacity for research and advanced study; meeting new educational needs of the population; working for more effective use of resources in institutions; encouraging diversity and helping colleges and universities to retain vitality and flexibility; continuing the progress toward social justice both in enrollment and employment; creating conditions that foster self-help and local initiative in institutions; and maintaining the proper balance between the inner direction of institutions and external influences upon them. It is suggested that, except in functions such as resource allocation or setting procedures, the state tends not to be a very good substantive planner. Furthermore, the state is not very good at being an entrepreneur/manager, nor a means for

reconciling diverse interests. It is claimed that in the present times of declining enrollment growth and declining growth of finances, the state is being called on to do the things that it does not do very well. Some possible solutions, things that can be done at the state level and that do speak to the obvious problems, are suggested. It is recommended that coordinating agencies can develop a better understanding of the cost pressures in labor/intensive activities, and that they can elicit expertise to assess and act on the impact of inflation. Additionally, there is a need to review state goals in the new context of higher education and to measure state effort in moving toward those goals, to develop new procedural relationships for required planning, and to determine strategies for influencing federal policy. (SW)

ED 202 353 HE 013 861
Clark, Burton R. And Others

[Higher Education and Government, the Legislative Role, and Collective Bargaining. Collected Remarks].

Education Commission of the States, Denver, Colo.
Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-021; IEP-912-2; IEP-912-5; IEP-912-6

Pub Date—77

Note—8p; Papers presented at Seminars for State Leaders in Postsecondary Education.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bureaucracy, *Collective Bargaining, College Faculty, Educational Cooperation, *Governance, *Government School Relationship, *Higher Education, Policy Formation, *Public Policy, *State Boards of Education, State Legislation

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

As part of an inservice education program, papers are presented from a 1978 conference that addressed major issues of the 1980s in statewide coordination and governance in postsecondary education, along with excerpts from a 1977 conference on the relationship between higher education and government as seen from abroad. In the introduction to the 1978 conference on statewide coordination and governance in the 1980s, Jerome M. Pollack suggests that emerging statewide boards for coordination and/or governance have become the major agency affecting higher education and that higher education policies must also address what is occurring in other elements of society. In another paper James Rosser considers how collective bargaining has changed the nature of the collegial governance system. There also has emerged public employee relations types of commissions that have affected the internal management and administration of higher education institutions, and there have been changes in the nature of grievance procedures, new interpretations of due process, academic freedom, students' role in faculty appointments and tenure decisions, and reduction-in-force clauses in contracts. Perspectives on the legislative role are offered in a paper by H. A. Goltz. It is suggested that legislative staffs are becoming a force of their own, and sometimes it is difficult to make a distinction between a staff responsibility and a staff's becoming a policy-maker in its own right. The state legislature is also listening to what the public thinks higher education should be doing. Excerpts from the 1977 conference by Burton R. Clark include five lessons from abroad, including the notions that central bureaucracy cannot effectively coordinate higher education and that institutional differentiation is needed. (SW)

ED 202 354 HE 013 863
Judge, Thomas L.

Address to the Statewide Higher Education Officers.

Education Commission of the States, Denver, Colo.
Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-038

Pub Date—Aug 77

Note—10p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Big Sky, MT, August 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *College Planning, *Educational Assessment, Educational Cooperation, *Educational Demand, Educational Facilities, Educational History, Enrollment Trends, *Financial Problems, *Postsecondary Education, Retrenchment, *Statewide Planning, Trend Analysis

Identifiers—*Montana, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on higher education in Montana as viewed by the governor are presented. After briefly noting historical trends in Montana and the United States regarding education, concerns and trends in higher education are noted as follows: accountability to the public for how tax dollars are spent; evidence that there will be decreased demand for traditional higher education on the part of high school graduates; nontraditional students, including adults and women, pursuing schooling at all levels of higher education; the possibility of excess capacity in physical facilities at all educational levels; financial difficulties as educational costs continue to rise while enrollments decrease; and problems in the ability of institutions to be innovative in responding to needs and demands for new programs. It is suggested that only with precise enrollment projections, perhaps to 1990, can decisions concerning university planning occur. There is a need for continual review of objectives and programs of higher education units and for collaboration and innovation among university system units. Examples of the types of efforts required for improved management of educational resources in Montana include: a long-range plan for a coordinated system of higher education, including public and private institutions; the development of a coordinated system to provide appropriate opportunities for vocational, technical, and general continuing education and training; the development of new ways to provide heat, light, and power; the development of a plan to encourage maximum use of underutilized school facilities for nonschool purposes; and an effort to solve the reading difficulties among children and adults in Montana. (SW)

ED 202 355 HE 013 864
Millard, Richard M.

Issues of Statewide Concern in Higher Education. Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association. Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-045

Pub Date—Jul 77

Note—20p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Keystone, CO, July 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Articulation (Education), Budgeting, Change Strategies, *College Planning, Educational Assessment, Educational Finance, Enrollment Trends, *Governance, Government School Relationship, *Higher Education, *State Boards of Education, State Government, *Statewide Planning, Trend Analysis

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The adequacy of existing coordinating and governing structures in higher education is considered. Some of the changed conditions that current boards are confronting are as follows: declining college enrollments, the need to find new student clientele, the effect of decreased job opportunities for college graduates on public attitudes on funding higher education, financial problems and the growing competition for funds, increased interest in performance audits, duplication of community college occupational programs by upper division colleges, the effects of collective bargaining, the impact of federal legislation and regulations on statewide postsecondary educational activities, and a demand for greater responsibility through further centralization and control by state government. The following responsibilities for statewide coordination and governance are suggested: planning for steady or decreasing enrollments (retrenchment); taking into account in the planning process the total postsecondary educational resources (public, private, and proprietary); relating expenditures to outcomes, to performance audit; reviewing the budgeting process and formulas

in terms of their adequacy to deal with problems of contraction; taking in consideration other state priorities; statewide, interstate and regional planning for adult and continuing education and lifelong learning; understanding the issues in collective bargaining and the impact of bargaining on statewide planning, program review, and financing; and understanding state implications of federal programs. (SW)

ED 202 356 HE 013 865
Pittenger, John C.

The Public Trustee: Ostrich, Mule or Owl? Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association. Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-054

Pub Date—Nov 77

Note—17p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Dearborn, MI, November 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, *Declining Enrollment, Educational Finance, Enrollment Trends, Financial Problems, Governance, *Governance Boards, *Government School Relationship, Higher Education, Intercollegiate Cooperation, Long Range Planning, State Colleges, *State Government, *Trustees

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The role of state college trustees and their interaction with state government are considered. It is suggested that the trustee should be concerned about what is best for postsecondary education in the state generally as well as for the specific institution. The future trends indicate declining college enrollments, which require planning strategies by governing boards. If trustees do not face the fact of a declining demand for their services, state government may step in to make such decisions. Actions to increase enrollments that could have adverse consequences include: offering scholarships based on some criteria other than financial need, creating new programs or offering old programs at new locations (regardless of demonstrated need), lowering tuitions (or not raising them when indicated), or lowering admissions or graduation standards. It is claimed that these actions will cast doubt on the reputation of public postsecondary education among state policy-makers, and they might hasten the transfer of the locus of power from the campus to the capitol. The net effect of most of the actions would be to increase the price for those already enrolled or likely to be enrolled, and the price will be paid chiefly by the taxpayers of the state. Possible strategies that trustees should consider include the following: undertaking contingency plans, one dealing with a projected decline in enrollments of 5 percent over the next ten years and another based on a decline of 15 percent; promoting cooperative degree programs; increasing part-time adult enrollments; providing adult education by television through cooperation with other colleges; and establishing recruitment centers throughout the state in cooperation with other institutions. It is emphasized that trustees should view themselves as trustees of the public interest and not just of a particular institution. (SW)

ED 202 357 HE 013 866
Toft, Robert J.

Accountability in Action. Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association. Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-063

Pub Date—Dec 75

Note—13p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, College Credits, College Students, *Educational Assessment, Educational Objectives, Financial Support, *Government School Relationship, *Higher Education, Nontraditional Education, Program Evaluation, State Aid, Student Costs

Identifiers—*Seminars for State Leaders Postsec

Ed (ECS SHEEO)

Perspectives on accountability in higher education are considered. It is suggested that educational targeting be undertaken: a coalition of planners, financiers, and deliverers of postsecondary education should establish goals to meet perceived societal needs. Out of these goal statements, priorities for state funding could be established and incentives offered to those institutions willing to accept the challenge. Colleges and universities must help the legislature by establishing benchmarks for measuring the effectiveness of the program. Each new educational target would contain information about starting dates, ending dates, and magnitude of expected impact. Difficulties nontraditional programs encounter in relation to state funding policies are considered, along with ways that colleges can provide needed information to help legislators evaluate programs for which funds are requested. Among the problems associated with evaluating nontraditional programs are the following: use of the credit hour as a measure of productivity poses difficulties for many nontraditional curricula; many new programs are aimed at finding more efficient ways of educating through the use of paraprofessionals, and some funding formulas do not allow faculty salary money to be transferred to other line items. Legislators have indicated a need for instructions on measuring impact, when an educational impact statement is provided. Legislators also want information on the outcomes of education. A model for assessing the value of educational programs is briefly described in terms of measuring the attainment of its content objective, actual student dollars spent for education, foregone earnings due to job dislocation for study, and psychological costs or benefits. (SW)

ED 202 358 HE 013 867
Lawrence, G. Ben

Quantitative Approaches to Higher Education Management: An Assessment of Utility to Legislative Concerns.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association. Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-902-4

Pub Date—Dec 77

Note—8p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Tucson, AZ, December 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Cost Effectiveness, *Data Analysis, Decision Making, Educational Assessment, *Government School Relationship, *Higher Education, Institutional Evaluation, *Management Information Systems, Measurement Techniques, Outcomes of Education, Program Administration, *Program Effectiveness, *Resource Allocation, State Government

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The use of quantitative approaches to the management of higher education and implications for legislative concerns are considered. Among the new developments and practices that illustrate the use of quantitative approaches to management are the following: basic structures for categorizing programs and activities for reporting and analysis; procedures for determining unit costs; financial reporting and audit guidelines; and use of measures of outcomes of higher education. Major categories of legislative concern are that: higher education institutions be run efficiently; higher education institutions have effective and relevant programs; institutions and programs needing funding be identified; and the degree of state support for postsecondary education be determined relative to other state priorities. It is noted that efficiency does not indicate program effectiveness, and that quantitative approaches may indicate the efficiency of an institution, but not how to make an institution more efficient. It is suggested that quantitative approaches to assessing opinions about value, success, and satisfaction with programs may help decision-makers in judging program effectiveness. It is claimed that quantitative approaches have helped very little, except in improving basic data, in determining what should be funded and to what extent. The future possibility of having an access to a higher education rate, a scholastic achievement rate, a cost of education rate, and other types of indicators is noted to stimulate thinking about additional options. (SW)

ED 202 359 HE 013 868

McNeil, Donald R.

The State Legislative Process: Its Effect on the Governance of Higher Education.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-902-5

Pub Date—77

Note—14p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Tucson, AZ, 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Accountability, Coordination, Data Analysis, Decision Making, Governance, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, *Political Influences, Private Colleges, Regional Cooperation, *Regional Planning, State Aid, *State Government

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

The relationship between the state legislature and governance in higher education is considered. Among the significant issues facing legislators and educators is the demand for comparable data, which can be useful for decision-making or can be misused to fit the views or objectives of a particular group. Issues about which there are many questions needing resolution are the following: state support of private higher education, providing access to education to adult learners, the effort toward centralization of educational activities through the formation of coordinating boards, and the move to regionalism. It is suggested that as costs go up, enrollments are leveling off, and money is scarce, institutional and legislative leaders are looking to regional planning, as opposed to statewide planning or absolute institutional autonomy as a better use of limited funds. It is proposed that regional approach within a state is as important as the regional approach at the interstate level. Coordination can help colleges to avoid wasteful duplication and harmful competition. The issue of regionalism is closely related to the role of the statewide coordinating group, which has to relate to both the governor and legislature on the one hand and to the educational establishment on the other. It is suggested that politics inevitably play a significant role in the decision-making arena of higher education. It is suggested that the increasing legislative demand for accountability is not interference by the government, nor is responsible budget cutting. It is proposed that interference occurs when the legislature impinges on the academic integrity of the institutions by attempting to make decisions about governance, institutional management, academic policy, and other institutional functions. (SW)

ED 202 360 HE 013 869

Rabineau, Louis

State Policy and Postsecondary Education: The Relationship of the Independent and Public Sectors (Summary Notes).

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-058

Pub Date—Nov 78

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Orlando, FL, November 1978). For related document see ED 174 146.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, Governance, *Government School Relationship, *Higher Education, Private Colleges, *Private Education, Program Evaluation, *Public Education, *Public Policy, Retrenchment, *State Aid, State Government, Statewide Planning, Tuition

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

The relationship between the public and private sectors of postsecondary education is addressed. Among the causes of problems facing private higher education are rising cost per student, especially in graduate education; the market limit on tuition rises; and growing competition with public institu-

tions for program offerings and facilities. Reasons for the state to support private institutions include: private institutions are a basic part of the American tradition, they perform a public mission, and they offer education and cultural options. The following concerns are addressed: the need for a state policy regarding the private colleges, the need for program monitoring, including consideration of the independent sector in statewide planning, the essentials of institutional autonomy and independence, and the extent of state control of private institutions. Among the need-based aid alternatives are the following: direct institutional grants to institutions, tuition equalization grants, contracts, and cost of education grants to institutions. One-half of the states have need-based aid, which limits payments to tuition and required fees. One-third of the states have tuition equalization aid, and three states have direct grants to institutions. Some of the approaches of specific states are noted. (SW)

ED 202 361 HE 013 873

Van Alstyne, Carol

Economic Realities.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-912-7

Pub Date—Dec 77

Note—8p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Wayzata, MN, December 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Declining Enrollment, *Economic Factors, *Educational Economics, *Educational Finance, *Enrollment Trends, Financial Problems, Government School Relationship, *Higher Education, Inflation (Economics), Political Influences, Retrenchment, Tuition

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

Concerns relating to the economics of higher education, including inflation, are considered. It is suggested that future sources of rising costs are energy, equipment, books, and federal requirements, and that another major economic concern involves trends in enrollments and in tuition revenues. Projections of declining enrollments should be subjected to further analysis, since college enrollments depend on economics and politics as well as demographics. Population trends in the different states vary markedly above and below the national average, and only 25 to 50 percent of the college-aged population are actually enrolled in college. It is noted that while college and universities are seeking to attract adult students to compensate for the decline in 18- to 24-year-old cohorts, those institutions facing the sharpest enrollment declines are not necessarily those best located to attract larger numbers of adults. The federal government attempt to redefine equality of access in narrow economic terms, using a concept of net price, is criticized, along with proposals for tuition tax credits. Other economic factors include the future decline in veterans' benefits, which indirectly provide financial support to higher education, and a relative shift of federal revenue sources from income taxes to employment taxes, which erodes the benefits of the tax-exempt status of higher education institutions. Additionally, the burden of federal program requirements, the need for new budgeting formulas, meeting capital requirements, the need for better analysis of college financial conditions, state and federal roles, legislative cycles, and research funding are addressed. (SW)

ED 202 362 HE 013 875

Dresch, Stephen P.

A Critique of Planning Models for Postsecondary Education: Current Feasibility and Potential Relevance, and a Prospectus for Further Research.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-024

Pub Date—Dec 74

Note—66p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (December 1974).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Planning, Educational Demand, *Educational Finance, *Educational Policy, Evaluation Criteria, Federal Aid, Higher Education, *Models

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

The feasibility and potential relevance of comprehensive planning models for postsecondary education are examined, focusing on the two most widely discussed models of this type: (1) the Postsecondary Education Financing Model (PEFM) of the National Commission on the Financing of Postsecondary Education, and (2) the Federal Planning Model (FPM) of the National Center for Higher Education Management Systems, Western Interstate Commission for Higher Education. The broader context within which such analyses are pursued are considered, identifying the important dimensions of the postsecondary education sector that must be captured by any prototype model. An attempt is made to provide an alternative strategy for enhancing understanding of the postsecondary education sector and the functional effectiveness of both public and private policies. Areas in which potential students and institutions directly interact include the following: admission policies, standards of academic performance, responsiveness of academic programs to labor market conditions, and pricing and financial aid policies. Important aspects of internal organization include faculty composition and the general mix of activities undertaken by faculty. The FPM includes a student demand model, which is short-run, comparatively static, and positive, and an institutional model that has both long-run and short-run and both static and dynamic components. FPM is essentially a model of a single institution. The PEFM predicts changes in the future configuration of the postsecondary system from National Center for Education Statistics benchmarks induced by specific policy actions. It is concluded that each model has major weaknesses at both a conceptual level and at the level of empirical implementation. (SW)

ED 202 363 HE 013 876

Folger, John K.

Planning Linkages Between the States and Between States and Institutions.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-029

Pub Date—Aug 79

Note—11p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Danvers, MA, August 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *College Planning, Equal Education, *Federal Aid, Federal Government, Federal Regulation, Federal State Relationship, Government Role, *Government School Relationship, *Higher Education, Research, *State Government, Student Financial Aid

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

The planning relationship between the federal government and the states, and between each state and its higher education institutions are considered. The federal government's role in higher education has had three major components: regulation, support of research in universities, and support of student aid programs. Federal regulation has particularly addressed equity issues, including participation of women and minorities, and has been justified because some of the states had failed to exercise an adequate role in this area. There has not been significant state involvement in federal support for research. Federal aid to students has been designed to provide increased access for the economically disadvantaged, middle income students, and other special populations, and has been developed without much involvement of either the states or institutions. It is suggested that it is important to the states to have a relationship with the federal government in formulating and implementing policy in regard to federal support to students, research, and health manpower and education. Planning linkages between the state agency and public and private

institutions are addressed. It is suggested that most colleges are not managed internally in accordance with a plan and that planning needs to be addressed to issues in addition to planning for retrenchment. Other possible directions are to increase legislative and executive branch involvement in planning in the future, provide the necessary mix of quality improvement goals and resource reallocation and efficiency goals in the plan, and use statements of goals and objectives in state plans as a basis for evaluation. (SW)

ED 202 364 HE 013 877

Furman, James M.

Designing a State Level Information Systems.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-031

Pub Date—Dec 75

Note—20p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975).

Pub Type—Guides - General (050) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, Databases, Data Collection, Enrollment Projections, Higher Education, *Information Needs, Information Utilization, *Management Information Systems, *Master Plans, Program Development, State Agencies, *Statewide Planning

Identifiers—*Illinois, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The kind of data useful to a statewide planning agency is considered, with focus on Illinois, and attention is directed to the use of these data once generated, including resulting problems. Illinois is currently engaged in the conceptual design of a computerized management information system that will contain as a subset the State Level Information Base (SLIB) being developed under the auspices of the National Center for Higher Education Management Systems. A review of the planning agency's statutory responsibilities is the first step in the design of an information system. The statute will specify the areas of involvement for a planning agency, such as program review and approval, which prescribes the types of information that must be available in the information and indicates what issues the agency is likely to confront. Before designing the information system, it is necessary to attempt to determine what directions higher education will be taking. A 10-year master plan by the Illinois Board of Education concerns enrollment planning; student access; faculty and staff resources; program planning, review, and evaluation; operational funding; and facilities, space, and capital planning. An information system must also address routine needs—such as budget preparation, program approval, and institutional reports—and the data must be collected according to agreed upon definitions and procedures so that adversaries cannot argue that the data are bad, and that an effective spokesperson can interpret the results in terms that the policy maker can understand. (SW)

ED 202 365 HE 013 879

Rabineau, Louis

The Importance of Leadership for Regionalism: Some Suggestions for Action.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-057

Pub Date—Jun 78

Note—15p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Washington, DC, June 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Higher Education, Interpersonal Competence, *Leadership Qualities, Leadership Responsibility, *Leadership Styles, Leadership Training, Postsecondary Education, *Regional Cooperation

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

The connections between regional organization and regional leadership in postsecondary education are considered. The role of leadership, various styles

of leadership, and strategies for implementing the development of leadership are discussed. Leadership qualities demanded by regionalism that are different from leadership qualities needed in other areas of higher education and in other fields are also considered. In the report "Regionalism in American Postsecondary Education: Concepts and Practices," S. V. Martorana and Lawrence A. Nespoli suggest three strategies for organizations: the authoritative/coercive tactic, the incentive funding tactic, and the programmatic/opportunistic tactic (a combination of the first two). In the third model where decisive authority is used in circumstances meriting action and incentives are used when less aggression is required, flexibility and good judgment are required of the leader. Harry Levinson's "The Exceptional Executive" identifies the specific types of leaders: shaman, who uses personal powers; priest, who claims power through the office; elected leader, who goes through some time of preparation to achieve the position; missionary, whose mission involves a utopian view of the future and a program to achieve reforms; and mystic healer, an altruist and creator who seeks to find causes. Three areas of knowledge that are needed to accomplish the important mission of achieving regionalism are as follows: knowledge of higher education, knowledge of government, and knowledge of human relations. Other qualities that are necessary are flexibility of character, facility for negotiation, and the ability to look to the future. Strategies for developing leadership include special institute programs run by universities or agencies. (SW)

ED 202 366 HE 013 880

Dershowitz, Nathan Z.

The Remand of Bakke.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-501

Pub Date—Sep 78

Note—7p; Paper presented at a Seminar for State Leaders in Postsecondary Education (New York, NY, September 1978). Not available in paper copy due to marginal legibility of original document.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Freedom, Access to Education, *Admission Criteria, *Affirmative Action, *College Admission, Court Litigation, Educational Discrimination, Educational Opportunities, Ethnic Discrimination, Ethnicity, Higher Education, Minority Groups, Race, *Racial Discrimination, Self Evaluation (Groups), Student Characteristics, Student Evaluation

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Supreme Court

Perspectives on the Supreme Court's decision in Bakke are considered. It is suggested that the decision was like a remand to the nation and especially to the universities to try to devise and work toward affirmative action programs within certain parameters. Justice Powell gives the schools a great degree of latitude but does give guidance for the necessary self-analysis that now must occur. First, all two-track systems and all overt and covert quotas must be eliminated, except where imposed by court order to correct past discrimination. Second, pre-Bakke race-conscious programs, especially nondiversity predicated programs (e.g., those which directly sought to counter the effects of societal discrimination) must be evaluated. It is suggested that the kinds of diversity beyond race and ethnicity that are legitimate for a medical or law school are open for discussion. Justice Powell's opinion in regard to citing the fundamental 14th Amendment conflict and First Amendment concepts of academic freedom raises some conceptual questions. However, he does not require universities to seek diversity, but approves of the goal under the rubric of academic freedom. Now work must be done to make legitimate affirmative action efforts with individualized determinations and without divisive quotas and two-track systems. At the same time affirmative action has been endorsed. Within these parameters, those on both sides of the Bakke case now have guidelines within which to work constructively together. (SW)

ED 202 367

Fincher, Cameron

Beyond Bakke: The Positive Benefits of Testing.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-502

Pub Date—Oct 78

Note—22p; Paper presented at a Seminar for State Leaders in Postsecondary Education (New Orleans, LA, October 1978).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Behavioral Objectives, *Competency Based Education, Court Litigation, *Educational Assessment, Educational Counseling, *Educational Testing, Higher Education, Instructional Improvement, *Outcomes of Education, Program Evaluation, *Standardized Tests, Student Development, *Student Evaluation, Student Placement

Identifiers—Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Supreme Court

The uses and applications of testing in education and the implications of the Bakke decision are considered. Pluralism and diversity in education have convinced many observers that a different philosophy or theory of testing is needed. Alternative uses are sought in ways that would shift the aptitudes and general intelligence to skills and competencies. The changing emphasis from measurement to assessment reflects the educational need to appraise those changes in behavior and performance that presumably are the result of learning and development. Differences of ranking are not needed as much as an acceptable way to determine if learners have mastered some standard of performance. Testing concepts and methods are needed to help appraise instructional methods and materials, program structure and content, and overall program effectiveness in bringing about desired outcomes and results. The intent of educational testing needs to concentrate on accomplishments rather than potential. It is suggested that positive uses of tests can result from a shift from selection per se to placement, advisement, counseling, and program assessment. Specific uses served by testing include instructional improvement and learning facilitation and assessment of: basic skills, academic competencies in general education, college academic programs, learning difficulties, and learning outcomes. The Bakke decision indicated that if achievement of diversity for educational purposes is to be an admissions function, colleges must prepare to deal with human qualities that are complementary to those that can be handled within traditional testing contexts. It is suggested that the Supreme Court case provides an important context in which public policy concerning the uses of standardized tests must be debated. (SW)

ED 202 368 HE 013 882

Jordan, Vernon E., Jr.

From Discrimination to Affirmative Action.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-503

Pub Date—Sep 78

Note—13p; Paper presented at a Seminar for State Leaders in Postsecondary Education (New York, NY, September 1978). Some pages may be marginally legible.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Admission Criteria, *Affirmative Action, *Black Students, *College Admission, Court Litigation, Educational Discrimination, Educational Opportunities, Equal Education, Higher Education, Race, *Racial Discrimination, Student Characteristics, Student Evaluation

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on the Bakke Supreme Court decision are considered. It is claimed that some of the distortions in the public perception of the Bakke case are the responsibility of the media coverage.

Although the Court said that race may be a factor in the admissions process, many people, with the effect of headlines of "Bakke Wins," think otherwise. A concern is whether corporate and educational officials will use the ambiguities of the Bakke decision to weaken or even abandon their affirmative action commitments. It is suggested that affirmative action programs have come about only because of insistent pressures of black people and their allies, and only because sufficient pressure was brought to enact laws and compliance mechanisms mandating black participation in American institutional life. It is proposed that the merit system was invoked to keep blacks out, on the basis of test scores and grade averages, but that the system could find room for C students who play football or are born into the family of a wealthy alumnus. It is further proposed that even a merit system based solely on test scores is inadequate as a selection mechanism, because tests have not been devised that can accurately predict future success. The challenge for individuals and institutions to overcome the pervasive discrimination of the past, and to ensure black educational opportunity and the moral integrity of higher education institutions is noted. (SW)

ED 202 369

HE 013 883

Manning, Winton H.

The Role of Testing in Affirmative Action.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-504

Pub Date—Dec 78

Note—16p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Chicago, IL, December 1978). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Admission Criteria, *Affirmative Action, *College Admission, *College Entrance Examinations, College Role, Educational Objectives, Higher Education, Individual Characteristics, *Informal Assessment, Predictive Validity, Student Characteristics, Student Evaluation, *Testing, Test Validity

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Perspectives on testing and affirmative action are considered. The following issue areas are addressed: the validity and fairness of admission tests; information relevant to the admission of students that is not readily scored or quantified and that may be obtained through interviews, recommendations, accomplishments, and other information sources; following a strategy to ensure diversity in the student body; and the need for incorporating the concept of educational due process in admissions. It is suggested that the predictions based on tests and grades are not biased against minority groups and that the real barriers to affirmative action are not tests but complacency and lack of courage of many leaders in education. It is further suggested that it is critically important to strengthen the nonquantitative admissions data, and to move to a broadened view of talent, and more defensible procedures in selecting students who have the personal qualities and characteristics that fit the educational objectives and responsibilities of higher education institutions. It is proposed that efforts to achieve diversity in the student body might provide a wide diversity within different environments for learning and might nurture a broad range of personal and societal objectives. Educational due process requires that institutions adhere to good admissions practices, including the following: clear admissions policies that are described in relation to the goals of the institution, public disclosure of admissions criteria, use of the same admissions process for all applicants considered for the same program; and policies allowing exceptions to admissions criteria for particular classes of applicants, are publicly articulated with attention to the legal implications. (SW)

ED 202 370

HE 013 884

Manning, Winton H.

The Role of Testing in Affirmative Action.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-505

Pub Date—Oct 78

Note—26p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (New Orleans, LA, October 1978). For related document see HE 013 883. Not available in paper copy due to marginal legibility of original document.

Pub Type—Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Admission Criteria, *Affirmative Action, *College Admission, *College Entrance Examinations, Comparative Analysis, Grade Point Average, Graphs, Higher Education, Minority Groups, *Predictive Validity, Test Validity

Identifiers—Graduate Record Examinations, Law School Admission Test, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Graphs and charts pertaining to testing in affirmative action are presented. Data concern the following: the predictive validity of College Board admissions tests using freshman grade point average as the criterion; validity coefficients of undergraduate grade point average (UGPA) alone, Law School Admission Test (LSAT) scores, and undergraduate average combined with LSAT scores; validity coefficients for five predictors of success in graduate school in nine fields; the proportion of students at various levels of Graduate Record Examination Advanced test scores in chemistry, physics, and psychology who attained the Ph.D. within ten years; scatter plot diagrams showing prediction without selection and prediction with selection; a hypothetical example showing effect of restriction in range of talent on the size of the validity coefficient; multiple validity coefficients (LSAT and UGPA) for two successive first year classes in 95 law schools; proportion of successful selectees as a function of validity and selectivity; predicted and actual grades for black and Mexican American students; cross-plot of deltas for white-Northeasterns, white-Southeasterns, Afro-Americans, Puerto Ricans, Mexican Americans, and Latin-Americans. (SW)

ED 202 371

HE 013 885

McKay, Robert B.

The Decision and Its Background.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-506

Pub Date—Sep 78

Note—20p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Diego, CA, September 1978). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, *Affirmative Action, *College Admission, *Court Litigation, Equal Education, Higher Education, Legal Responsibility, Medical Schools, *Minority Groups, Racial Composition, *Selective Admission

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The facts and principal issues of the Bakke case, some of the strengths of the U. S. Supreme Court judgment, and some of the questions left for later resolution are considered. Bakke alleged violation of equal protection provisions, since he was denied admission to the University of California (Davis) medical school, although his test scores and grade point average were higher than most or all the 16 minority applicants who were accepted under a Task Force Program. After a trial court and California Supreme Court issued opinions, the U. S. Supreme Court heard the case. The prevailing view on principal issues was that race and ethnic background may be considered along with other factors in higher education admissions decisions, and that

Bakke must be admitted to the medical school at Davis because the procedures pursuant to which he was denied admission were invalid. It is suggested that the central message of the decision is an approval of affirmative action, and that the Davis program was rejected, not because race and ethnicity were taken into account in making admissions decisions, but because of the two-track character of the program. The six opinions of the Supreme Court Justices are outlined. It is suggested that the most important proposition of the decision is that the Court has now resolved the doubts that have revolved around all race-conscious admissions programs. Every college and university, after determining that its admissions program complies with the Court's guidelines, will now be able openly to state what it intends. The Court also left leeway to medical schools and higher education in prescribing admission standards. Unresolved issues include: the extent to which numbers of minority students should be considered in the admissions program, permissible admissions criteria, and the impact of the Bakke decision on financial aid and other programs intended to aid minority students. (SW)

ED 202 372

HE 013 886

McKay, Robert B.

Review of Issues Raised in Briefs Filed with the

Supreme Court of the United States in *Regents of the University of California (Davis) v. Bakke*.

Education Commission of the States, Denver, Colo.
Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-507

Pub Date—Oct 77

Note—14p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (October 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Affirmative Action, *College Admission, Court Litigation, Equal Education, Higher Education, Medical Schools, *Minority Groups, Quotas, Racial Composition, *Selective Admission

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Based on a review of the briefs filed with the U. S. Supreme Court in the Bakke case, the principal arguments addressed to the Court, possible dispositions of the case, and implications for the educational community are addressed. Bakke's claim is that he had been denied the equal protection of the laws in that applicants of lesser objective qualifications had been admitted in the University of California (Davis) Medical School because of their race. The decision of the California Supreme Court and the admissions process at Davis are outlined. Among the points significant to the future of minority participation in higher education on which there is substantial agreement are the following: it is justifiable to take special steps in an effort to enlarge the proportion of minority students attending medical schools and other segments of higher education; the medical school at Davis has never practiced discrimination; in the absence of special admissions programs, the number and proportion of minority students in higher education would decline sharply; tests and grades do not predict success or failure but only probabilities; and applicants need not be taken in rank order of performance in terms of grades and test scores. The basic questions in the case is whether race can be taken into consideration in admissions decisions at a public institution, when done for valid social purposes. Bakke and his supporters insist that the Davis medical school has a quota system for admissions. The University's position is that there is no quota system, and that the medical school does not admit unqualified applicants in order to insure that each entering class contains a particular number of minorities. The positions of several professional associations and the U. S. government regarding special admissions programs to professional schools are outlined. (SW)

ED 202 373

HE 013 887

Millard, Richard M.

The State Role—Beyond Bakke.Education Commission of the States, Denver, Colo.
Inservic Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-508

Pub Date—Sep 78

Note—10p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (New York, NY, September 1978).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *College Admission, Court Litigation, Federal State Relationship, Government School Relationship, Higher Education, *Minority Groups, Quotas, Racial Composition, *State Boards of Education, *State Government

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Supreme Court

Outcomes of the Bakke decision and the role of the state in developing an effective post-Bakke agenda are addressed. While the Supreme Court rejected the doctrine of complete racial neutrality in admissions decisions, there is ambiguity in the decision that could be used to rationalize complacency and justification of the status quo, doing away with quotas and two-tracks and submitting nothing in their place, or weakening programs designed to support minority students with potential for professional and graduate work. Advantages of the decision include directing attention to the issue of underrepresentation of minorities in higher education and in responsible positions in American society. It is suggested that state boards, commissions, or departments of higher education have played or have the capacity for playing significant roles in expansion of access, including providing guidance in areas related to access such as admissions standards and student aid. An agenda for state higher or postsecondary education should include the following: disseminate accurate information about the Bakke decision to policy-makers, identify and disseminate admissions models designed to increase enrollment of underrepresented minorities at graduate and professional levels within the Bakke guidelines; encourage institutions to develop their own plans for overcoming underrepresentation; and conduct human resources studies that identify specific community as well as aggregate state needs in critical human service areas. An agenda for the legislative and executive branches of state government could include: issuing a formal resolution and/or executive order reaffirming the state's commitment to affirmative action and to overcoming underrepresentation both in educational opportunity and in providing human services. (SW)

ED 202 374

HE 013 888

Mohr, Paul B., Sr.

Issues Related to Affirmative Action: Policies and Programs for Admission and Retention of Minority Students.Education Commission of the States, Denver, Colo.
Inservic Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-509

Pub Date—Oct 78

Note—11p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (New Orleans, LA, October 1978).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Affirmative Action, *Court Litigation, *Educationally Disadvantaged, Elementary Secondary Education, Graduate Study, Higher Education, Professional Education, Reverse Discrimination, *Selective Admission, *Statewide Planning

Identifiers—Adams v Califano, *Bakke v Regents of University of California, Holistic Approach, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Increasingly those working with affirmative action efforts at the graduate and professional level are considering the importance of early identification of career and educational goals. They are also considering the importance of using those motivational

factors that overcome academic handicaps that may arise from school and home environments. Affirmative action efforts in behalf of graduate and professional schools can be greatly enhanced if a state-wide effort were made in which the entire spectrum of education is included. Presently, affirmative action programs are too stratified at the elementary-secondary, community college, four-year college, and post-graduate levels. Highlights of the Bakke case and the Adams v. Califano case underscore these issues. (Author/MSE)

ED 202 375

HE 013 889

Newell, Barbara W.

The Educational Impact of Affirmative Action on Colleges and Universities.Education Commission of the States, Denver, Colo.
Inservic Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-510

Pub Date—Sep 78

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Diego, CA, September 1978). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, *Affirmative Action, *College Admission, College Role, Court Litigation, *Educational Objectives, *Equal Education, Higher Education, Medical Schools, Minority Groups, Professional Education, *Racial Relations

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The impact of college admissions policies designed to expand educational opportunity for minority groups is considered. It is suggested that since the Supreme Court decision in the Bakke Case permitted race as a criteria for admission, institutions must articulate their goals in terms of the degree and nature of diversity they hope to achieve. Admissions policies at the undergraduate level are set by the mission of the college, with an interest in the survival of the institution, and by the educational impact brought about by a given admissions policy. With the exception of racial barriers, the courts have backed the right of institutions to make value judgments of the sort that permit continued diversity in admission standards as these standards correspond to diversity of educational mission. A sensitive issue linked to institutional survival is maintaining alumnae loyalty by admitting alumnae children. Some research evidence has suggested that the characteristics of the student body are critical in the learning process that takes place in an institution. It is claimed that it is not possible to train the leaders needed for the future or grope toward answers to racial communications in all white educational communities. There is a need for educational communities to provide an arena for the understanding of different cultures and values and help eliminate stereotypes. In regard to graduate programs, it is suggested that medicine, social work, public health, and education, the people-caring, culturally-sensitive professions, must be particularly sensitive to the mix of their student bodies. Such professionals must be able to listen and hear the person needing assistance, and have respect, knowledge of life styles, and the ability to see each person as an individual. It is proposed that affirmative action principles are essential to the education process itself. (SW)

ED 202 376

HE 013 891

Rosser, James M.

After Bakke: The Role of the States.Education Commission of the States, Denver, Colo.
Inservic Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-512

Pub Date—Dec 78

Note—15p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Chicago, IL, December 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Admission Criteria, *Affirmative Action, *College Admission, Court Litigation, Equal Education, *Government School Relationship, Higher Education, *Minority Groups, Professional Education, Public Policy, *Racial Composition, State Boards of Education, *State Government

Identifiers—Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Factors contributing to the underrepresentation of minority groups in higher education and professional schools are discussed, along with suggestions for state postsecondary education agencies and for state legislative and executive branches in light of the Bakke decision. A 1977 Educational Testing Service study concluded that if admissions committees were forced to disregard racial factors, the numbers of minorities in law schools would be greatly reduced and that most of them would attend the least effective institutions. It is noted that underrepresentation of minorities in graduate and professional schools is linked not only to early educational experiences, but also such influences in student background as health, nutrition, family influences, and general living conditions. Suggestions to state higher education agencies include the following: disseminate accurate information about the Bakke decision to policy-makers, identify and disseminate admissions models that may help increase enrollment of underrepresented minorities at graduate and professional levels; encourage or require schools to develop their own plans to overcome underrepresentation; conduct human resources studies to identify specific community as well as aggregate state needs in critical human service areas; evaluate programs designed to increase minority participation at the undergraduate, graduate, and professional programs; and provide fiscal incentives for special programs to reach elementary/secondary schools to address early basic skills, science, and math needs. Suggestions for legislative and executive branches of state government include issuing a formal resolution or executive order reaffirming the state's commitment to affirmative action and overcoming minority underrepresentation both in educational opportunity and in providing general state services. (SW)

ED 202 377

HE 013 892

Saiki, Patricia

Welcome Speech: "Bakke and Beyond" Seminar.Education Commission of the States, Denver, Colo.
Inservic Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-513

Pub Date—Sep 78

Note—7p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Diego, CA, September 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Affirmative Action, *College Admission, Court Litigation, Educational Opportunities, *Equal Education, Government Role, Higher Education, Legal Responsibility, *Minority Groups, *Race, Racial Composition

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Introductory comments for a seminar on the Bakke decision and implications for the issue of equity of access are presented. It is suggested that before the Bakke case public support for affirmative action admissions programs was diminishing; and that if affirmative action had continued as it was being operated, its negative effects may have been its downfall. The U.S. Supreme Court neither declared the concept of affirmative action discriminatory nor found the special admissions program at the University of California (Davis) constitutional. Some foresee the Bakke decision as bringing about an era of even greater affirmative action/equal opportunity growth for all segments of society, not just racial minorities. The role of the school admissions officers and administrators in determining the impact of the Bakke decision will be crucial. It is important to develop a design through which the affirmative action commitment can be fulfilled without violating the court's guidelines so that further federal intervention can be avoided. (SW)

ED 202 378 HE 013 893

Traynham, James G.

The Bakke Decision and Graduate School Admissions: What Is Equitable?

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-514

Pub Date—Oct 78

Note—7p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (New Orleans, LA, October 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, *Affirmative Action, *College Admission, *College Entrance Examinations, Educational Opportunities, Equal Education, Graduate Study, Higher Education, Minority Groups, Predictive Measurement, *Race, Scores, Tests

Identifiers—*Graduate Record Examinations, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The question of how graduate schools can include race as an admission criteria and give equitable treatment in admissions decisions is addressed by considering some aspects of the Graduate Record Examination (GRE) scores and the use and misuse of test scores in admissions procedures. The GRE is used in admissions procedures to prove an across-the-board measure of academic potential among all the applicants. If the GRE score plays a significant role in the admissions decision, equitable treatment requires that all applicants with equal academic potential have equal chances to be admitted. Although the Graduate Record Examination Board has cautioned against the use of any set score as a cut-off for a favorable admissions decision, some graduate schools and some departments use a cut-off number. Since performance on the GRE varies widely with the field of study, it is suggested that a field-conscious aspect to admissions decisions might be desirable. It is noted that GRE scores for graduate students at Louisiana State University also vary with race. It is suggested that in order to have applicants fall within the same range of predicted academic potential, different scores would have to be used for different races, just as it would be necessary to use different scores for different fields. It is suggested that admissions procedures need to be reevaluated to determine whether equal treatment (uniformity in application of standards) has actually led to equitable treatment of applicants. (SW)

ED 202 379 HE 013 894

Van Alstyne, Arvo

From Discrimination to Affirmative Action.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-515

Pub Date—Sep 78

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Diego, CA, September 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Affirmative Action, Blacks, *College Admission, Court Litigation, Equal Education, Federal Aid, Federal Legislation, Government School Relationship, Higher Education, Legal Responsibility, Medical Schools, *Minority Groups, Racial Composition, *Selective Admission

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Supreme Court

Issues pertaining to the Bakke case and to college admissions in general are considered. Three major viewpoints concerning admissions are as follows: whether reserving a fixed number of seats in the entering class for designated minority candidates to programs that are federally supported violates Title VI of the Civil Rights Act of 1964; whether the use of race and ethnicity as nondecision factors to be considered in a flexible admissions program, which also takes many other circumstances into account, is valid as a means for producing diversity among the students in an educational program that is federally supported; and whether race and ethnicity may

be used as decisive factors in the admissions process, without violation of the Equal Protection Clause, if responsible legislative, administrative, or judicial bodies have determined that this approach is necessary to remedy specific prior discriminatory practices of the institution. Some relevant legal and constitutional issues that need to be addressed include the following: whether the Bakke decision applies to educational programs that receive no direct federal support, merely because other programs within the same institution do receive such support, or federal financial aid is available to students in attendance there; and whether the Bakke case suggests a judicial tolerance for more discretion and less rigidity in the admissions process, thus paving the way for imaginative and more flexible approaches short of strict racial quotas. It is concluded that (1) if an institution wishes to adopt a racially sensitive admissions program, it must be prepared to articulate the precise manner in which the structure and criteria used serve the stated objectives of the program; and (2) the Bakke case appears to suggest that the greatest opportunity for vigorous affirmative action program lies in legislative hands. (SW)

ED 202 380 HE 013 895

Wright, Stephen J.

Testing/Admissions: What Can and Cannot Be Done.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-516

Pub Date—Oct 78

Note—12p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Durham, NH, October 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, *Affirmative Action, *College Admission, *College Entrance Examinations, Court Litigation, Educational Testing, Equal Education, Higher Education, Medical Schools, *Minority Groups, Predictor Variables, Racial Composition, Scores

Identifiers—*Bakke v Regents of University of California, Diversity (Institutional), *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The uses and limitations of tests and college admissions policies and procedures are considered, and some testing/admissions guidelines for selective graduate and professional schools in the post-Bakke era are suggested. Among the uses of tests are the following: diagnosing academic deficiencies and weaknesses; determining the level of mastery; identifying the very able and the very weak students who apply to selective institutions; and predicting how individuals will perform in the future with respect to relevant criteria. Four things that tests cannot do are: measure innate ability, measure without substantial error, measure drive or persistence, and predict with any substantial accuracy who will or will not succeed in a given profession. The purpose or role of public policy where admission to professional schools is concerned is to serve the public interest. The purpose or role of academic policy is to insure the educational integrity of the educational programs and the institutions involved for the larger good. It is suggested that effective affirmative action admissions programs include: programs with a common set of admissions criteria and a single admissions procedure that takes into consideration race or ethnic designation, disadvantage, geographical location, or other relevant factors that serve the public or academic interests of the schools involved; programs with admissions criteria that are matched with human service needs; programs that carefully assess socioeconomic disadvantage; and programs that do not heavily emphasize test scores. The Harvard admissions program utilizes race as one criterion for selection, sets no specific quotas in an effort to achieve diversity, and recruits widely and vigorously to increase the diversity and size of the eligible pool of students. (SW)

ED 202 381 HE 013 896

Trautman, DeForest L.

Post-Workshop Analysis.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-905-11

Pub Date—May 75

Note—18p.; Analysis of a Seminar for State Leaders in Postsecondary Education (Philadelphia, PA, May 1975).

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Agency Role, Data Analysis, *Government School Relationship, *Higher Education, Information Needs, Institutional Administration, *Institutional Cooperation, Interprofessional Relationship, Management Information Systems, Problem Solving, *State Agencies, *State Government, Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

A summary of a workshop on state-level issues and responses relating to postsecondary education is presented as part of an inservice education program. Perspectives on the role of the state agency and its interface between the statewide education system and the governmental and external bodies that influence it are considered. It is suggested that the many problems confronting the state agency appear to cluster in three ways: (1) concerns over the actual survival of the higher education system as it has been; (2) the acknowledgement that the system no longer solves internal problems primarily generated internally, since problems appear from external groups (e.g., governments and unions); and (3) the realization that the state agency must deal with its own agency behavior. Agency response to these clusters of problems may be viewed as clusters of actions, or strategies, techniques, and tools. Two worksheets are presented, one for problems and the other for actions. Observations made by participants are organized along several dimensions. For the problem worksheet, problems of state-level leadership and state-level issues and challenges are indicated for each of the three problem areas (survival, external initiatives, and agency behavior). Additionally, examples based on participants' observations are displayed for each problem area. The worksheet on actions or responses are grouped under four broad content clusters (social, cognitive, skill, and personal) and more specific subcategories, and are linked to strategies, techniques, and tools. In addition, perspectives on data and analyses and implications for state agency problem solving are presented. A summary of a focused group discussion that addressed problems/actions of specific states and common problems is included. (SW)

ED 202 382 HE 013 897

Liouras, Peter J.

Toward a Fair and Sensible Policy for Professional School Admission.

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-906-1

Pub Date—Apr 78

Note—10p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Washington, DC, April 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, Affirmative Action, Black Students, *College Admission, College Entrance Examinations, Equal Education, *Ethnic Groups, Ethnicity, Higher Education, *Law Schools, *Minority Groups, Predictive Measurement, Professional Education, Scores

Identifiers—*Law School Admission Test, *Seminars for State Leaders Postsec Ed (ECS SHEEO), Temple University PA

Major assumptions and goals on which professional school admission decisions are based, the use of the Law School Admission Test (LSAT) as an admission criteria, and approaches to admission used by the Temple University Law School are examined. One consideration in making admissions policies is group needs, or whether there is a need for more black and other racial minority profession-

als in law, medicine, and other professions. The groups needs goal refers not only to blacks, Hispanics, Native American, and Asian Americans, but to ethnic minorities. It is suggested that regular admissions policy must be fair to all groups. A second societal goal is the individual's needs: that access to the professions should be within the reach of every American determined by that person's own individual merit. Individual merit means that the total relevant record of the applicant be examined, and that attention be directed to the record of the individual rather than the group to which the applicant belongs. It is suggested that the LSAT does not measure, and was not designed to measure, a person's capacity for being a good lawyer or community leader, but rather to predict performance in the first year examinations of law school. The LSAT does not measure common sense, self-discipline, motivation, judgment, character, leadership, and many other qualities. The individual circumstances, such as holding a full-time job during college, may be important considerations in addition to LSAT scores. One issue is that some colleges with a large proportion of ethnic minorities (e.g., Slavic and Polish-American) have been found to have lower median LSAT scores than predominantly white colleges: it is not just predominantly black colleges that may tend to score lower on the screening test. The Temple Law School uses both nondiscriminatory and discretionary approaches to admission. (SW)

ED 202 383 HE 013 898

McKay, Robert B.

An Overview of the Bakke Case and Its Possible Implications.

American Library Association, Chicago, Ill. Library Administration Div.; Education Commission of the States, Denver, Colo. Inservice Education Program.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-906-3

Pub Date—Apr 78

Note—6p; Paper presented at a Seminar for State Leaders in Postsecondary Education (Washington, DC, April 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, *Affirmative Action, *College Admission, Court Litigation, Equal Education, Higher Education, Legal Responsibility, Medical Schools, *Minority Groups, Racial Composition, *Selective Admission

Identifiers—*Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

The facts of the Bakke case, points of agreement and disagreement, and implications are addressed. Although the case technically involves only the validity of denying Bakke admission to medical school in 1974, it has become a class action for the decision of large questions of constitutional law with possible enormous impact on higher education and other areas of affirmative action. Bakke alleged violation of equal protection provisions, since he was denied admission to the University of California (Davis) medical school although his test scores and grade point average were higher than most or all the 16 minority applicants who were accepted under a Task Force Program. It is suggested that there is general agreement that the case is important to higher education, that racism persists in the United States, that minorities are seriously underrepresented in higher education, that some preference must be continued if the present proportion of minorities in selective institutions is to be maintained, that the admissions process is imperfect and test scores and grade point averages are mechanical standards, and that the Davis medical school did not accept any applicants who were not qualified. The following points of disagreement are noted: whether the Constitution permits taking race or ethnic background into account in admissions decisions; whether alternatives to preferential admission, including enlarging medical schools and increasing recruitment efforts, are workable; and the impact a denial of preferential admission would have on affirmative action programs and on race relations generally. (SW)

ED 202 384

Muller, Jane, Ed.

Facts and Figures: Background Data for Regional Workshop, "Statewide Concern About the Future of Public Higher Education" (Dearborn, Michigan, November 14-15, 1977).

Association of Governing Boards of Universities and Colleges, Washington, D.C.; Education Commission of the States, Denver, Colo. Inservice Education Program.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-901

Pub Date—Nov 77

Note—39p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Budgeting, College Curriculum, Educational Finance, Enrollment Trends, *Governance, Government School Relationship, *Higher Education, Postsecondary Education, *Public Education, School Organization, State Aid, State Boards of Education, *State Colleges, Statewide Planning, Student Financial Aid, Tax Allocation, Trend Analysis

Identifiers—Illinois, Indiana, Michigan, Ohio, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Background data pertaining to postsecondary education in Illinois, Indiana, Michigan and Ohio are presented as part of a seminar on statewide concerns about the future of public higher education, which was part of an inservice education program. For each state the following is included: demographic and fiscal information, a description of the state structure of postsecondary education, an annual report on postsecondary education, and related information. Among the specific aspects of postsecondary education described are the following: master planning, 1202 Commission, state student assistance and loan agencies, state board of vocational education, licensure/approval agencies, appropriations, salary and tuition trends, enrollments, student aid, program approvals, special studies, aid to private institutions, teacher education, graduate programs, vocational/technical coordination, statutory advisory committees and/or task forces, state population size and trends, state and local financial base, student demand for public higher education, state and local spending on higher education, faculty workload, diversity of funding sources, and institutional governing boards. (SW)

ED 202 385

Clemow, Bice

Second Annual Inservice Education Program

(IEP) Invitational Seminar for Members of Statewide Coordinating and Governing Boards: Notes (Afton, Oklahoma, August 1980).

Education Commission of the States, Denver, Colo. Inservice Education Program; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-908

Pub Date—Aug 80

Note—21p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Accountability, College Planning, *Financial Problems, Governance, *Government School Relationship, *Higher Education, Inservice Education, Long Range Planning, Retrenchment, State Agencies, *State Boards of Education, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Notes on a 1980 seminar for members of statewide coordinating and governing boards are presented as part of an inservice education program. Speakers and participants spoke on such topics as the relations among universities and governments in a time of increasing accountability, institutional reactions under conditions of fiscal stress, and possibilities of enhancement of relationships among statewide boards and their constituents. The keynote speech by Lord Asa Briggs indicated the international scope of the dilemmas facing those governing and administering higher education during a time of pressure for public accountability created by lowering enrollments and funding restraints. Lyman A. Glenn described his study of response to fiscal stress by 10 California institutions.

HE 013 899

He documented uneven enrollment trends and suggested that public institutions that are expanding are not having their growth adequately funded. Richard Ingram addressed the role of trustees and regents in the institutional response to stress and described a five-year planning document at Plattsburg State University of New York. Robert Lewis considered the relationship between trustees and college executives, and Robert Berdahl argued that "deparochialization" of academic disciplines must be one key goal for any statewide board. E. T. Dunlap traced the progress of the IEP with W. K. Kellogg and Frost Foundations funding and solicited affirmation of the continuation of similar programs. A seminar schedule, a list of participants, and memorable quotations from the seminar are included. (SW)

ED 202 386

HE 013 902

State Leadership: A Positive Force in Postsecondary Education. Proceedings of the Leadership Seminar of the Inservice Education Program (Philadelphia, Pennsylvania, May 21-24, 1975).

Education Commission of the States, Denver, Colo. Inservice Education Program; Florida Univ., Gainesville. Inst. of Higher Education; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-909

Pub Date—May 75

Note—71p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, *Accountability, Budgeting, *College Planning, Declining Enrollment, Federal Government, Federal State Relationship, Financial Problems, *Government School Relationship, Higher Education, Institutional Autonomy, Legislators, Nontraditional Education, *Postsecondary Education, Private Colleges, Proprietary Schools, Public Policy, *Resource Allocation, State Colleges, *Statewide Planning

Identifiers—*Seminars for State Leaders Postsec Ed (ECS SHEEO)

Proceedings are provided of a seminar on state leadership that focused on: (1) the process of state planning in public, private, and proprietary postsecondary educational institutions; (2) the process of resource allocation in a changing educational environment; (3) the emerging conflicts flowing from the legislated rise in accountability; and (4) the future that state postsecondary education leadership may take, with recognition of federal influences. Case studies and the following papers are presented: "Total State Planning for Postsecondary Education," by Prince B. Woodard; "The Impact of State and Federal Funding Regulations on Nontraditional Postsecondary Education," by Richard L. Meeth; "Accountability, Conflict, and Academic Freedom in Higher Education," by Larry L. Leslie; "New Assumptions for State Leadership in the Future," by Robert B. Mautz; and "Personal Perspectives of Federal/State Roles in Postsecondary Education," by Robert C. Andringa. Among the specific topics of discussion are the following: strategic versus tactical planning, the way that funding formulas and guidelines affect nontraditional programs, the relationship between state coordinating boards and colleges and universities, the effects of financial problems and the decline of traditional college students, and authorizing committees, appropriations committees, and budget committees of the 94th Congress of the United States. (SW)

ED 202 387

HE 013 903

The Relationship of the State Coordinating Agency with the Executive and Legislative Divisions of State Government in Meeting Budget Needs of Higher Education Systems. Proceedings of Ten-State Regional Conference (Oklahoma City, Oklahoma, December 1976).

Education Commission of the States, Denver, Colo. Inservice Education Program; Oklahoma State Regents for Higher Education, Oklahoma City; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-911

Pub Date—Dec 76

Note—25p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Agency Cooperation, Budgeting, Decision Making, Educational Assessment, Educational Finance, Educational Trends, *Government School Relationship, *Higher Education, Needs Assessment, Power Structure, *Program Budgeting, Public Policy, *Resource Allocation, State Agencies, State Boards of Education, *State Government, Statewide Planning

Identifiers—Oklahoma, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Proceedings of a 10-state 1976 regional conference on the relationship of the state coordinating agency with the executive and legislative divisions of state government in meeting budget needs for higher education systems are presented as part of an inservice education program. The participating states were Arkansas, Colorado, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas. A speech by Oklahoma's governor David L. Boren addresses the state's funding of education, the need to address the oversupply of teachers, and the potential role that higher education can play in helping to solve community problems. In "The New Game," Richard M. Millard considers changing conditions and their impact on postsecondary educational systems and state government. These trends include declining college enrollments and efforts to develop new student clienteles, the oversupply of college graduates, financial problems, the demand for accountability by the public and state government, the creation or independent fiscal and performance auditing agencies, and a trend to move higher education decision-making directly into the executive and/or legislative branches of state government. In "Educational Program Budgeting in Oklahoma" Edward J. Coyle and Dan S. Hobbs outline the principles, procedures, and processes utilized by the state in the development of institutional needs for educational and general funds. A speech by M. Olin Cook outlines principles that should be assessed when a state creates a coordinating agency to work with the state executive and legislative divisions in meeting budget needs for higher education systems. (SW)

ED 202 388 HE 013 904

Berdahl, Robert, Ed. And Others

Statewide Coordination and Governance of Postsecondary Education: Quality, Costs and Accountability: The Major Issues of the '80s. Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-912; ISBN-0-932676-05-7

Pub Date—Oct 78

Note—51p; Proceedings of a Seminar for State Leaders in Postsecondary Education (Wayzata, MN, December 1977). Prepared in part by the Spring Hill Center, Wayzata, MN.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, Budgeting, College Planning, Educational Assessment, *Educational Quality, Educational Trends, *Governance, *Government School Relationship, *Higher Education, Program Evaluation, Resource Allocation, State Boards of Education, State Government, *Statewide Planning

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

A 1978 conference report on major issues of the 1980s in statewide coordination and governance in postsecondary education is presented as part of an inservice education program. The introduction to the report contains the conference summary by Jerome M. Pollack. The keynote address by Richard Millard is presented in three separate sections, organized under the conference sessions' headings: Where Have We Been?, What Are the New Conditions? and What Do We Do in the Future? Other papers are as follows: "College: The Center of the Universe," by G. Theodore Mitau; "Economic Realities," by Carol Van Alstyne; "Accountability," by Robert Berdahl; "Legislative Role," by H. A. Goltz; "Collective Bargaining," by James Rosser; "Program Evaluation," by Thurston E. Manning; and "Some Highlights from Recent Studies on Statewide Coordination and Governance," by Janet R. Clarke. Excerpts from discussions are also included. Among the specific topics addressed are the following: the growth of coordinating boards, the

planning, program review or approval, and budget development functions of coordinating boards, trends in postsecondary education, including declining college enrollments and the search for new student clienteles, fiscal problems, accountability concerns, issues pertaining to private, proprietary, and vocational institutions; collective bargaining; the impact of federal legislation and regulations; and changing legislative and executive expectations; attempts to redefine equality of access in narrow economic terms, using a concept of net price; tuition tax credits; and program evaluation to insure quality. (SW)

ED 202 389 HE 013 905

Peterson, Marvin W.

Innovation, Outcomes, and the State Budgeting Process (Conference Summary of State-Level Concerns for Performance Measures, Assessments, and Budgeting for Postsecondary Education).

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-068

Pub Date—Mar 76

Note—13p; Paper presented at a Seminar for State Leaders in Postsecondary Education (San Diego, CA, March 1976).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Budgeting, *Educational Assessment, Educational Finance, Evaluation Criteria, *Government School Relationship, *Higher Education, Institutional Evaluation, Outcomes of Education, Program Evaluation, *State Government

Identifiers—Seminars for State Leaders Postsec Ed (ECS SHEEO)

State-level concerns for postsecondary education are discussed as part of an inservice education conference. Attention is directed to the purposes of a performance approach, distinctions between performance measures and other kinds of measures used for assessment in higher education, concerns about reaching consensus on performance criteria within a state versus the capacity for greater control being exercised, establishing the capacity to measure performance outcomes, the use of performance criterion in an evaluation process, and relating the performance measures to the budgeting function. There appears to be no strong agreement among conference participants on why performance measures are necessary or desirable and no clear evidence as to their consequences. There seems to be a consensus that questions of effectiveness and performance would inevitably have to be faced regardless of their intended purpose. In establishing the capacity to measure performance outcomes, a number of issues are highlighted: the content of each particular performance criterion needs to be carefully delineated; an issue of debate is whether performance measures should be specified for programs or for institutions; and a major difficulty in using performance indicators is the evaluation of other changes occurring in higher education that could affect the outcome indicators. (SW)

ED 202 390 HE 013 906

Peterson, Marvin W. Erwin, J. Michael

Higher Education in the State of Shawnee: A Case Study. Case 3.

Education Commission of the States, Denver, Colo. Inservice Education Program.; Michigan Univ., Ann Arbor. Center for the Study of Higher Education.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-069

Pub Date—76

Note—10p; Paper presented at a Seminar for State Leaders in Postsecondary Education (1976). For related document, see ED 121 208.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Decision Making, Government School Relationship, *Higher Education, Legislators, *Policy Formation, *Political Influences, Program Effectiveness, *Public Policy, *State Government, State Officials

Identifiers—Seminars for State Leaders Postsec

Ed (ECS SHEEO)

A case study illustrating the political influences on higher education in a hypothetical state is presented. Higher education became a target for reform by the state's governor, who expressed interest in the sharing of resources between institutions in close geographic proximity; supported the more extensive use of management tools as a means of improving institutional management; recommended the deferred completion of certain capital construction projects begun, but not yet completed; suggested the possibility of tuition hikes accompanied by increased aid to students with demonstrated needs, or state aid to private higher education; and called for legislation expanding the Commission's authority to review existing as well as new academic programs. Ten months after identification of the governor's higher education issues, little had come of his recommendations. State revenue continued to decline at the same time that enrollment unexpectedly increased. While capital construction was halted and tuition increased, the longer-range recommendations for improving system efficiency had gotten nowhere. The governor was distressed to hear of a move underway in the legislature to revolutionize budgetary decision-making for education using performance measures in the budgeting process. The governor decided that if reviews of program effectiveness were to be conducted, he and his administration, not the legislature, would have the responsibility. The legislature, rather than lose oversight powers to the governor, publicly adopted a stance of agreeing with the governor but insisting upon vesting review powers in a legislative committee. Support for the legislative review committee was obtained, and a strategy was adopted to identify ineffective performance within the higher education sector, partially for political reasons. (SW)

ED 202 391 HE 013 907

Kaufman, Martha Rabineau, Louis

Perspectives on Postsecondary Education: An Annotated Bibliography. Annotated Bibliography of Papers, Proceedings and Publications from Inservice Education Program State Leadership Seminars, 1974-1980.

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—IEP-141

Pub Date—Sep 81

Note—101p.

Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (\$7.50).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accreditation (Institutions), Agency Role, Annotated Bibliographies, Budgeting, *College Role, Educational Finance, *Educational Quality, *Educational Trends, *Government School Relationship, Lifelong Learning, Long Range Planning, Minority Groups, Nontraditional Education, *Postsecondary Education, Program Evaluation, State Agencies, Statewide Planning

Identifiers—Bakke v Regents of University of California, *Seminars for State Leaders Postsec Ed (ECS SHEEO)

Provided is an annotated bibliography of a collection of approximately 150 key papers and proceedings developed for special seminars, meetings and conferences held throughout the country between 1974 and 1980 under the aegis of the Inservice Education Program (IEP) on postsecondary education. Entries are grouped under the topics of quality, finance and budget, nontraditional and lifelong learning, authorization and oversight, state agency relationships to public and independent institutions, state agency and government relations, conditions and problems for the '80's, other state agency matters including state planning and program evaluation and audit, and minorities in postsecondary education (Bakke and Beyond). At the end of each section a cross reference indicates some entries presented under another topic that contain related discussion. For each topic, entries are arranged alphabetically according to author. In addition to the author and title of the document, each entry gives the sponsoring organization other than IEP and the State Higher Education Executive Officers (SHEEO), the date of presentation, IEP and ERIC (Educational Resources Information Center) num-

bers, and the annotation or quotation itself. An index of authors indicates the page number for the author's entry. (LC)

ED 202 392 HE 013 910

Branscum, Joanne

Degrees Granted and Program Production by Arkansas Institutions of Higher Education.
Arkansas State Dept. of Higher Education, Little Rock.

Report No.—ADHE-80-3

Pub Date—Apr 81

Note—65p.; Some tables may not reproduce well due to small print. Best copy available.

Available from—Arkansas State Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Degrees (Academic), Doctoral Degrees, Educational Certificates, *Enrollment Trends, Graduate Study, *Higher Education, *Majors (Students), Masters Degrees, Private Colleges, State Colleges, State Surveys, Trend Analysis, Undergraduate Study

Identifiers—*Arkansas

Types of degrees offered by Arkansas colleges and universities are described, and information on degrees conferred and output trends are examined. Data are presented from 1972-73 through 1979-80. In this time period, public institutions had overall increases of 15.3 percent in the number of degrees awarded, with the greater percentage of increase occurring for associate degrees. For public institutions, the number of bachelor's and doctoral degrees declined between 1972-73 and 1979-80. For the 1972-73 to 1979-80 time period, private institutions experienced an overall increase of 6 percent in numbers of degrees granted with increases in certificates, bachelor's, and master's degrees, while the numbers of associate degrees awarded decreased. Information on degrees granted by subject field for 1973-74 through 1979-80 indicates the following: at the undergraduate level, the increases for all institutions combined were greatest in the fields of business and management, education, and health sciences, while the decreases were greatest in letters, communication, and social sciences. At the graduate level, the increases were greatest in business and management, education, engineering, health professions, and psychology, while the decreases were greatest in biological sciences and social sciences. Information on enrollment by major area of study is presented for fall 1980, when it was first reported. (SW)

ED 202 393 HE 013 911

Spencer, Tom Brenske, Deborah

Arkansas Public High School Graduates, Projections to 1996-97.

Arkansas State Dept. of Higher Education, Little Rock.

Pub Date—Apr 81

Note—30p.; Best copy available.

Available from—Arkansas State Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Bound Students, College Planning, *County School Districts, Data Analysis, *Educational Demand, *Enrollment Projections, Higher Education, *High School Graduates, Prediction, Predictive Measurement, State Colleges, *State Surveys, Statistical Analysis

Identifiers—*Arkansas

Projections to 1996-97 concerning Arkansas public high school graduates are examined. The state and county projections were prepared as a basic resource for institutions such as colleges and universities. Various considerations in projecting high school graduates are considered, including use of the Cohort Survival Technique, the importance of accuracy and comparability of data used as the base for projections, the problem of data availability for private schools, migration of students, fluctuations in the economy, stability of the survival rates, and increasing margins of errors as the number of years being predicted increases. Projections of high school graduates for Arkansas from sources other than the Arkansas Department of Higher Education (ADHE) are presented. These include projections from the Western Interstate Commission for Higher Education, Arkansas State University (Jonesboro),

the University of Arkansas (Fayetteville), the Arkansas Department of Education, and the Industrial Research and Extension Center. The ADHE state projections include increasing numbers of high school graduates in 1979-80 to a peak in 1981-82, followed by rather dramatic declines in 1985-86, followed by a momentary increase in 1988-89, another decline in 1990-91, and a somewhat erratic increase in 1996-97. These projections for the state show less percentage decline in high school graduates projected than were projected for the United States as a whole in the WICHE projections. (SW)

ED 202 394 HE 013 912

Cox, Laurie

On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1980.

Arkansas State Dept. of Higher Education, Little Rock.

Report No.—ADHE-80-2

Pub Date—Apr 81

Note—73p.

Available from—Arkansas State Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Freshmen, *College Students, *Enrollment Influences, *Enrollment Trends, Full Time Equivalency, Full Time Students, *Higher Education, *On Campus Students, Part Time Students, Place of Residence, State Surveys, Two Year Colleges

Identifiers—*Arkansas

Fall 1980 on-campus enrollment data for public and private colleges and universities in Arkansas and comparative data for previous years are presented, along with a narrative description of the data. Information is presented on the following: fall on-campus headcount enrollment trends, on-campus headcount and average course load by student level and by current legal residence, headcount enrollment of first-time students, full-time equivalent enrollment by course level, and environmental characteristics that may affect future enrollment. Among the findings are the following: the total headcount enrollment for 1980 increased 4 percent over 1979; the two-year private colleges were the only group with a decline in enrollment between 1979 and 1980; and The University of Arkansas, Little Rock, and Southern Arkansas University, El Dorado, and the community colleges have approximately half of their enrollment in part-time students, while all other institutions have significantly higher numbers of full-time students enrolled. Environmental factors that may affect future enrollments include a decline in the traditional-aged college student, higher percentages of female and minority students, greater percentage increases in enrollments in two-year colleges, and increasing college costs and decreasing financial aid. (SW)

ED 202 395 HE 013 913

Spencer, Tom And Others

Arkansas Department of Higher Education Information Systems Manual.

Arkansas State Dept. of Higher Education, Little Rock.

Pub Date—Apr 81

Note—190p.; Not available in paper copy due to marginal legibility of some parts.

Available from—Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, College Faculty, College Students, Enrollment Rate, Glossaries, Graduate Students, Guidelines, *Higher Education, *Information Systems, Recordkeeping, *Records (Forms), Reports, Residence Requirements, School Schedules, State Colleges, *State Departments of Education, *State Surveys, Student Characteristics, Undergraduate Students

Identifiers—*Arkansas State Department of Higher Education

A guide to the Arkansas Department of Higher Education Information System is presented. Contents include a calendar of reporting dates for each form in the system, a glossary that summarizes the definitions of all terms used, the residency policies of the State Board of Education, and copies of each reporting form along with the reporting instructions

and definitions relevant to that form. The survey forms are grouped in 17 series, each of which covers a particular aspect of an institution's operations. These include: the academic calendar, enrollment of students by level and load, undergraduate and graduate enrollment by current legal residence, first professional enrollment, enrollment audit list, summary of summer session enrollments, annual summary of nonstandard instruction, off-campus credit instruction course, age of students, ability descriptors of first-time entering undergraduate students, geographic origin of undergraduates and institutional origin of transfer and graduate students, admissions summary, progressions summary, upper division and graduate enrollment by HEGIS discipline division, headcount of full-time instruction/research employees by age and discipline, program updates, annual report of academic positions, student credit hours enrolled by HEGIS discipline category for two-year and four-year institutions and by academic subdivision. (SW)

ED 202 396 HE 013 914

Brown, George H.

Degree Awards to Women: 1979 Update.

National Center for Educational Statistics (ED), Washington, D.C.

Report No.—NCES-81-325

Pub Date—Jan 81

Note—35p.

Available from—National Center for Education Statistics, U.S. Department of Education, Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bachelors Degrees, *College Students, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, *Enrollment Trends, Females, Higher Education, *Majors (Students), Males, Masters Degrees, *Professional Education, *Womens Education

The enrollment of women in higher education in relation to overall enrollment during the past decade is examined. For bachelor's, master's, doctoral, and first-professional degrees, the following are considered: the overall picture, representation of women among degree recipients by field of study for 1979 as compared with 1971; and the relative popularity of different fields of study for men and women, and how this changed between 1971 and 1979. Among the findings are the following: in 1979, women accounted for 48.3 percent of the bachelor's degrees, 49.1 percent of the master's degrees, 13.8 percent of the doctoral degrees, and 23.6 percent of the first-professional degrees; education continued to be the most popular degree field for women at the bachelor's, master's, and doctoral degree levels; for men, business and management was the most popular at the bachelor's and master's degree levels, while education was the most popular at the doctoral level. In addition, women continued to increase their representation in all eight of the first-professional fields, such as medicine and law, in which trends could be measured, but they are still a definite minority in all of these fields. (SW)

ED 202 397 HE 013 917

Prather, James E.

Trends in Academic Performance and Aptitude of Beginning Freshmen.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Report No.—GSU-IR-81-11

Pub Date—Feb 81

Note—59p.

Available from—Georgia State University, University Plaza, Atlanta, GA 30303.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, College Bound Students, *College Entrance Examinations, *College Freshmen, Comparative Analysis, *Grade Point Average, Higher Education, Institutional Research, Mathematics, *Predictive Measurement, Quantitative Tests, Scores, State Universities, Trend Analysis, Verbal Ability, *Verbal Tests

Identifiers—*Georgia State University

Trends in academic performance from 1961 to 1979 for entering freshmen at Georgia State University were examined. Verbal and mathematics scores of the Scholastic Aptitude Test (SAT), high school average (HSA), and freshman grade point average (GPA) were analyzed. It was found that SAT verbal and mathematics scores remained generally stable; over time the mean SAT averages dropped one

point a year. HSAs showed a very slight increase over time, and the mean freshman GPA increased slightly. SAT scores furnished only a slight indication of the progress of freshman students as measured by the amount of hours they took from fall to spring quarters. The association of student progress with HSA was greater than with SAT scores, but it was still at a low level. The relationship of SAT scores and HSAs to freshman mean GPAs suggests that HSAs more strongly affect mean GPAs. SAT verbal scores appear to have a stronger impact on grades for females. Additionally, the SAT verbal score was more critical for freshman performance at Georgia State University than at other large institutions in the University System of Georgia. Among the study implications are the following: the atypically high association between SAT verbal scores and performance, independent of HSA, suggests special consideration of students with high SAT verbal scores and low HSAs; the slow progress of many freshmen with lower grades in their first 25 hours of coursework may be countered in some cases by tutoring, counseling, and special advisement; and there is a need for multiple admissions criteria for transfer students. Appended are the following: enrollment trend data, the distribution of academic scores as illustrated by the graph method of box and whisker plots, and prediction equations for selected university system institutions. (SW)

ED 202 398 HE 013 918

Universities and the Future of Ontario: A Foundation on Which to Build. Response of the Council on Ontario Universities to the Preliminary Report of the Committee on the Future Role of Universities in Ontario.

Council of Ontario Universities, Toronto.

Report No.—ISBN-0-88799-139-4

Pub Date—May 81

Note—56p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Access to Education, Accountability, *College Role, Educational Assessment, Educational Finance, *Educational Objectives, Educational Trends, Foreign Countries, *Futures (of Society), *Government School Relationship, Higher Education, Needs Assessment, *Public Policy, Research, School Community Relationship

Identifiers—Canada, *Ontario

A brief concerning the "Preliminary Report of the Committee on the Future Role of Universities in Ontario" is presented. The following objectives of Ontario universities are endorsed: developing a more educated populace, education and training for the professions, providing for study at the highest intellectual level and for development and evaluation of basic and applied research, and providing service to the community. In addition, the following topics are considered: accessibility, academic standards, and the inseparability of teaching and research/scholarship. It is stressed that these objectives cannot be dissociated from funding. Models postulated in the Report are examined against the background of the past decade. It is suggested that only Model 1a, which allows for modest real growth, would make it possible to enhance the ability of the University system to meet its recognized objectives, but even this model would do little to repair the damage of the past years' financial constraints as expressed partly by the deterioration and obsolescence of scientific equipment and weakened library holdings. It is suggested that the role of any system structure would be to promote advice to the government on the needs of the universities in the context of provincially-defined objectives, and to monitor the actions of universities in relating their plans to provincial objectives. The need for cooperation among colleges and at the provincial level is noted, and it is suggested that the Council of Ontario Universities continue its role as a consultative advisory body. (SW)

ED 202 399 HE 013 920

The Guaranteed Student Loan Program: Options for Controlling Federal Costs While Preserving Needed Credit for College. A Discussion Paper. College Entrance Examination Board, Washington, D.C.

Pub Date—May 81

Note—30p.

Available from—The College Board, 1717 Massa-

chusetts Ave., NW, Washington, DC 20036.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, *College Students, Cost Effectiveness, *Eligibility, *Federal Aid, Financial Aid Applicants, Higher Education, Interest, *Need Analysis (Student Financial Aid), *Program Costs, Program Proposals, *Student Loan Programs

Identifiers—*Guaranteed Student Loan Program, Reagan (Ronald)

The Reagan Administration's proposals concerning the Guaranteed Student Loan (GSL) Program and possible alternatives are examined. A variety of proposals are analyzed in terms of the estimated cost savings and potential effects on the supply of and demand for student loans. Background is also included on the history of legislative changes and causes of growth in the program. The Reagan Administration's recommended reforms for GSL, which closely follow President Carter's final budget proposals, would: eliminate the in-school interest subsidy on all new loans, limit eligibility for the new less subsidized loans to the amount of a borrower's demonstrated financial need, and change a market rate of interest for the recently authorized parent loan option under the program. The Administration intends these changes to affect loans made on or after July 1, 1981. It is suggested that while the Administration's intent is to reduce the amount of subsidy and bar the well-off from borrowing under the program, the effect is likely to be more far-reaching on both the supply and demand for student loans. The danger is that student loans would be drastically curtailed for the needy as well as the non-needy. It is claimed that large-scale, short-term cost reductions cannot be achieved without seriously disrupting the plans and decisions of both students and schools, and that the focus of reform should be on achieving effective, longer-term cost controls. Most strategies for controlling GSL costs fall into one of four categories: make GSL less attractive to borrowers, restrict student eligibility for loans, reduce the rate of return to lenders, and limit the volume of lending. It is suggested that an index of need that determines both the borrower eligibility and permissible loan is the most direct and reasonable way to control program costs and reduce excessive borrowing. (SW)

ED 202 400 HE 013 921

Selby, Stuart A.

Appointments and Disappointments: Six Years of Department Building. A Case Study Written by a Former Chair.

Pub Date—Jan 78

Note—23p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, *Administrator Role, Case Studies, *College Faculty, Conflict Resolution, Curriculum Development, Decision Making, *Department Heads, *Departments, Faculty Evaluation, Faculty Recruitment, Foreign Countries, Higher Education, Interpersonal Competence, Interprofessional Relationship, *Middle Management, Teacher Administrator Relationship, Teacher Dismissal, Teacher Selection

Identifiers—University of Windsor (Canada)

The role of a department chairperson is considered, based on personal experience in six years of department building at the Department of Communication Studies at the University of Windsor in Ontario, Canada. The leadership position was assumed when the department was small, consisting of five faculty members. In six years, it grew to 12 faculty and to an honors and then a master of arts program. The importance of the department head in determining the coherence of the program is noted, and the major task of the department head is shown to be the establishment of a democratically functioning department. A major area of concern is the appointment of new faculty. The department head's role is to function as a chairperson in constant consultation with the appointments committee. This task involves assessment of staffing needs by the committee, involvement of the committee in composition or approval of recruitment notices, interviewing, and recommendations regarding selection. The integrity of the department head is an essential and valuable asset from the time of faculty hiring to the time of dismissal. As with the appointment process itself, decisions concerning termination of faculty members should be based on public and pri-

vate consultation with staff rather than attempting to lobby faculty toward a particular point of view. The transformation of the department into a coherent academic program also requires an active and committed curriculum committee. The department head needs to take an active role in filling gaps between the individual course and the program as a whole. The operation of multi-section courses at the first and second year levels is considered. (SW)

ED 202 401

HE 013 922

Black, F. S.

Nursing Job Satisfaction: Three Basic Questions.

Pub Date—[81]

Note—23p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Job Performance, *Job Satisfaction, Motivation, *Nurses, Nursing, Performance Factors, Personality Theories, Productivity, Psychological Needs, Research Design, Research Methodology, *Research Needs, *Self Actualization, Statistical Analysis, Work Environment

The theoretical relationships between employee job satisfaction and employee behavior, and the factors that influence job satisfaction among nurses are considered, along with the type of research that should be conducted on this topic. Although major contributions to the theory of human needs have been made by Maslow and by Herzberg, the relationship between job satisfaction and behavior remains ambiguous. This may be due in part to the lack of specificity of the theoretical models used to investigate these relationships. Attempts to clarify the relationship among motivation, job satisfaction, and productivity are confounded by inconsistencies in research findings. Despite the contrasting points of view, the research in the field supports the perspective that satisfaction and performance are related. They suggest that a low, but consistent relationship exists. Research suggests that a large number of variables are thought to be related to nursing job satisfaction, including shift work, relationship with supervisor, and opportunities to advance and attain ambitions. It is suggested that the variety of perceptions held by nurses as to what constitutes job satisfaction and the complex ways in which these perceptions are formed are among the most salient problems impeding research advancement in this area. The notable absence of longitudinal and replication studies represents one set of problems with job satisfaction research. Additionally, the use of more sophisticated statistical analysis, such as path analysis and/or discriminant analysis, is suggested. Although these techniques presuppose rather large sample sizes, microapproaches to the study of this subject should not be discouraged. Future research should be characterized by more rigor and repetition and focused on verifying extant theories. (SW)

ED 202 402

HE 013 923

Williams, Albert P.

Predicting Performance in Medical Education Continuum: Toward Better Use of Conventional Measures.

Rand Corp., Santa Monica, Calif.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.; National Institutes of Health (DHEW), Bethesda, Md.

Pub Date—Apr 80

Contract—HRA-231-75-0614; N01-MB-24196; NIH-72-4196

Note—43p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Admission Criteria, Affirmative Action, Aptitude Tests, Certification, *College Entrance Examinations, Comparative Analysis, Decision Making, *Grade Point Average, Higher Education, In State Students, Medical Education, *Medical Schools, *Minority Groups, Out of State Students, Place of Residence, Predictive Measurement, *Predictor Variables, Science Tests, Selective Admission, Whites

Identifiers—Creighton University NE, *Duke University NC, Medical College of Wisconsin, Ohio State University, Tufts University MA, University of California Los Angeles, University of California San Francisco, University of Florida, University of New Mexico, University of Vermont

Medical school admissions and performance in 10

medical schools were assessed in relation to prediction using conventional measures. The origin of the research was an attempt to determine the effects of affirmative action on academic medicine. For the 10 schools, admissions decisions were analyzed, and an attempt was made to model statistically what factors were used in the decision-making. Additional areas of analysis were the effect of the state of residence on the chance of an individual's being admitted to at least one school, the performance of minority and majority group students on the National Boards, Part I and II, and performance on specialty board exams, specifically the exam of the American Board of Internal Medicine (ABIM). It was found that only three schools fail to use the science score on the Medical College Admission Test (MCAT) for admitting minorities as well as the majority. Data are presented that show admission probabilities in 1975 for two hypothetical candidates (minority and majority group members). The admissions probabilities were found to vary by race. It was also found that a student's place of residence strongly affected the probabilities of being admitted, and that some of the schools were weighting the state of residence more heavily than they realized. The assessment of performance on the National Boards revealed that for majority students the most significant predictor was science grade point average (GPA), followed by science MCAT, followed by selectivity of an undergraduate school, followed by general information MCAT, verbal MCAT, and quantitative MCAT. For minority students the verbal MCAT was better than the science MCAT or science GPA. For the ABIM, the effects of MCAT, undergraduate GPA, and National Boards were significant even after controlling for rank and class, age, and school. (SW)

ED 202 403 HE 013 924

O'Connor, Linda

Degrees and Other Formal Awards Conferred by New Jersey Colleges and Universities: F.Y. 1980 and Recent Trends. Data Brief Series, Volume 1, Number 2.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date—Mar 81

Note—53p.; Not available in paper copy due to poor reproducibility of original.

Available from—New Jersey Department of Higher Education, Trenton, NJ 08625.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, Bachelors Degrees, Black Students, *College Graduates, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, Females, *Higher Education, Hispanic Americans, *Majors (Students), Males, Masters Degrees, Minority Groups, Sex Differences, Spanish Speaking, State Surveys, *Student Certification, Student Characteristics, Trend Analysis

Identifiers—*New Jersey

A comparison of the number of degrees conferred in New Jersey colleges and universities in 1979 and 1980, along with trends over the past five years, are examined. The total number of degrees and awards conferred statewide declined by 1.6 percent over funding year 1979, a fact that indicates a continuation in the three-year trend of a decreasing number of graduates after a peak in 1977. The slight decline in 1980 degrees was not uniform across degree levels. The number of certificates awarded declined by 24 percent, the number of bachelor's degrees declined by 3 percent, and the number of doctorates declined by nearly 2 percent. By contrast, the number of associate and master's degrees conferred both increased by approximately 2 percent. In the public sector, female graduates exceeded males at every degree level except the doctoral; while in the independent sector, the number of female graduates exceeded the number of male graduates at only the associate degree level. Minority students (blacks and Hispanics) comprised 10 percent of all graduates. In comparing 1980 degrees by program with those of 1976, it is found that the number of degrees conferred in the humanities, social sciences, and mathematics/science fields decreased at all levels, from the bachelor's level to the doctoral. Degrees in education decreased at both the bachelor's and master's levels, but increased at the doctoral level. Degrees conferred in business, computer science, health professions, and public services rose at the bachelor's and master's levels. The summary tables

and graphs display the proportions and numbers of degrees conferred in 1980 by degree level, sector, sex, and ethnicity, as well as five-year trends in degrees conferred by program category. The data for individual institutions are appended. (SW)

ED 202 404 HE 013 925

Delehanty, Kathleen

Tuition and Required Fees, New Jersey Colleges and Universities: 1976-77 through 1980-81. Research Note Series, Volume 1, Number 1.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date—Feb 81

Note—40p.; Parts may not reproduce clearly.

Available from—New Jersey Department of Higher Education, Trenton, NJ 08625.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Cost Indexes, Economic Factors, Full Time Students, *Graduate Students, Higher Education, In State Students, Operating Expenses, Out of State Students, Part Time Students, *Private Colleges, School Statistics, School Surveys, *State Colleges, *Student Costs, Trend Analysis, *Tuition, *Undergraduate Students

Identifiers—*New Jersey

Historical trends from 1976-77 through 1980-81 in tuition and required fee charges in New Jersey colleges and universities are examined. The overall five-year percentage changes in average annual tuition/fees in the different New Jersey collegiate sectors are outlined for different types of students (full-time and part-time, undergraduate and graduate, state resident and nonresident). The varying rates of increase in different collegiate sectors are also addressed. The percentage increases in tuition/fees is examined in light of consumer price and college operating cost increases. Furthermore, higher student costs (in 1980-81 compared with 1976-77) are viewed in relation to students' ability to pay for them. Comparative tuition and required fees data for New Jersey and 14 comparable states are presented. A major conclusion is that tuition/fees increases in New Jersey colleges (with the exception of the independent sector) have been modest when compared with other price increases and students' ability to pay (as measured by family income and financial aid ceilings). Another finding is that New Jersey public senior colleges may become more attractive to out-of-state students in respect to price, since nonresident charges have increased less than resident charges. This potential price advantage is illustrated further by New Jersey's relatively low nonresident tuition and required fees in comparison with those in other states. Within the independent institutional sector, undergraduates were harder hit than graduate students, but increased student charges essentially have kept pace with inflation. Appended are 16 tables containing detailed historical data for New Jersey colleges upon which the summary tables shown in the text were based. Each table displays five-year data on tuition and required fees by specific college, sector, and type of student. (SW)

ED 202 405 HE 013 926

Gladioux, Lawrence E. And Others

The Federal Government, the States, and Higher Education: Issues for the 1980s.

College Entrance Examination Board, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Note—27p.; Prepared at the request of the National Conference of State Legislatures, with supplemental assistance from the Ford Foundation.

Available from—College Board Publication Orders, Box 2815, Princeton, NJ 08541 (\$4.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Finance, *Federal Aid, Federal Regulation, *Federal State Relationship, Governance, *Government School Relationship, *Higher Education, Need Analysis (Student Financial Aid), Policy Formation, Public Policy, *State Government, Student Financial Aid

Federal policies toward higher education and their interaction (or lack of interaction) with state policies are described. Characterized are the differing historical roles played by the state and federal governments in shaping American higher educa-

tion. Administrative arrangements, types, and dimensions of federal funding for students and institutions are outlined, along with the trends and prospects for such support during the 1980s. The discussion on state and federal roles examines federal programs in terms of bypassing the states, the types and dimensions of federal support, federal regulation, and some assumptions about the 1980s. The section on student aid focuses on the dilemmas caused by the expansion of federal programs, state responses, expansion of state aid, the creation of no-need awards, the shift in focus to the private sector, cutbacks, changing features of the federal/state partnership, enrollment shifts, and the reauthorization of the Higher Education Act. Federal funds and state prerogatives are discussed with focus on the federal budgetary outlook, fiscal control and the issue of reappropriation, and the status of education in the federal establishment. Among the conclusions are: the principal object of federal funding will remain the individual student; federal dollars for the most part will not wind their way through the states; and key decisions affecting colleges and universities will be made by or at least within the states, not by the federal government. (LC)

ED 202 406 HE 013 927

Crosson, Patricia H.

Statewide Coordination and Planning in Higher Education: A Report on Regional Conferences about Implementation of the "Master Plan for Higher Education in Pennsylvania - 1978." Occasional Paper No. 1.

Pittsburgh Univ., Pa. Inst. for Higher Education.

Pub Date—79

Note—71p.

Available from—Institute for Higher Education, School of Education, University of Pittsburgh, 5501 Forbes Quadrangle, Pittsburgh, PA 15260.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accessibility (for Disabled), Access to Education, Articulation (Education), *College Planning, Community Colleges, *Conferences, Educational Finance, Educational History, *Educational Objectives, Educational Quality, Equal Education, Governance, *Higher Education, *Master Plans, Nontraditional Students, Program Implementation, State Boards of Education, State Colleges, State Universities, *Statewide Planning, Student Financial Aid, Trend Analysis

Identifiers—*Pennsylvania

Perspectives on eight regional conferences that were held to discuss implementation of the 1978 master plan for higher education in Pennsylvania are considered. The development of statewide systems of higher education and their increased reliance on statewide master planning is traced, and the history of coordination, governance, and planning in Pennsylvania is compared with national trends. The presentations and discussion that occurred in the eight conferences are summarized, and the 37 recommendations from the master plan are summarized and presented in full in the appendix. Chapter one of the 1978 master plan presents some projections about the environment of the 1980s that will affect higher education in Pennsylvania. Chapter two addresses the goals of higher education in Pennsylvania, and specifically, the goals of the State Board of Education, including quality education, access, and governance and coordination. Chapter three describes the system of higher education in Pennsylvania and establishes the mission of the five sectors and contains recommendations in the areas of statewide planning and governance. Chapter four considers access to higher education in terms of financial access, student assistance, geographical access, physical access, and access for women and minorities. Chapter five defines academic quality and provides a list of criteria for measuring the level of quality of an institution. It also includes a number of recommendations calling for institutional actions in the areas of general education, graduate and professional education, adult and continuing education, counseling, research, transfer of credit among institutions, and articulation with basic education. Chapter six addresses financing Pennsylvania's system of higher education. Observations on the conferences and on master planning in Pennsylvania are also presented. A bibliography is appended. (SW)

ED 202 407

HE 013 928

Smartt, Steven H.
Urban Universities in the Eighties; Issues in
Statewide Planning.

Southern Regional Education Board, Atlanta, Ga.
Pub Date—81

Note—72p.

Available from—Southern Regional Education
Board, 130 Sixth Street, N.W., Atlanta, GA
30313 (\$3.00).

Pub Type—Reports - Research (143) — Opinion
Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Doctoral Programs, Fi-
nancial Support, *Graduate Study, Higher Educa-
tion, Institutional Characteristics, Part Time
Students, Professional Education, Psychology,
Resource Allocation, *School Location, State
Boards of Education, State Surveys, *State Uni-
versities, *Statewide Planning, Urban Education,
Urban Population, *Urban Universities

Identifiers—Florida, George Mason University VA,
Kentucky, *United States (South), University of
Louisville KY, University of South Florida, Uni-
versity of Virginia, *Virginia, Virginia Common-
wealth University

The role of advanced programs in urban universi-
ties and the relationship between large public urban
universities and comprehensive state universities in
less-populated areas are addressed. An overview of
the issues, case studies in three states, a study com-
paring students in two doctoral programs, and infor-
mation on the characteristics of large urban uni-
versities in the South are considered. Among the
issues are the following: pressures exerted on states
to make graduate and professional programs avail-
able in cities are linked to the concentration of part-
time students on urban campuses who desire these
programs; urban universities are seeking funds for
expansion, while other institutions that are facing
declining enrollments are seeking additional funds
primarily on the grounds of quality improvement;
urban schools emphasize serving urban populations
and solving urban problems, while they generally
also seek to expand their advanced offering in tradi-
tional arts and sciences; and state higher education
agencies are faced with the problem of accom-
modating urban demands for educational programs
that would duplicate ones already in existence in
their states. The universities profiled in the case
reports include an older, established institution and
two of the newer state universities in the nation: the
University of Louisville, the University of South
Florida, and George Mason University. The higher
education systems and conditions in Kentucky,
Florida, and Virginia are also covered. "A Compari-
son of Students of Two Doctoral Programs in an
Urban and in a 'Flagship' University," by Eva C.
Galambes compares the characteristics of doctoral
students in the psychology programs at Virginia
Commonwealth University and the University of
Virginia. A bibliography and information on re-
search methodology are appended. (SW)

ED 202 408

HE 013 929

Statistical Supplement to the Annual Report of the
Coordinating Board, Texas College and Univer-
sity System for the Fiscal Year 1980.

Texas Coll. and Univ. System, Austin. Coordinating
Board.

Pub Date—Jan 81

Note—362p.; Not available in paper copy due to
small print.

Available from—Coordinating Board, Texas Col-
lege and University System, P.O. Box 12788,
Austin, TX 78711.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Campus Planning, College Credits,
*College Faculty, College Programs, *College
Students, Degrees (Academic), *Educational
Facilities, Educational Finance, *Enrollment
Trends, *Higher Education, In State Students,
Out of State Students, Private Colleges, School
Statistics, State Colleges, State Surveys, Student
Characteristics, Student Financial Aid, Student
Teacher Ratio, Teacher Salaries, Two Year Col-
leges

Identifiers—*Texas

Comprehensive statistical data on Texas higher
education is presented. Data and formulas relating
to student enrollments and faculty headcounts, pro-
gram development and productivity, faculty salaries
and teaching loads, campus development, funding,
and the state student loan program are included.

Student headcount enrollment data are presented
by classification, ethnic origin and sex, along with
distribution of resident and nonresident students,
and county and state of origin of students. Five-year
summaries of headcount enrollment from 1975-79
for the overall system and by sector are included.
Faculty headcount data are also presented by ethnic
origin and sex for public senior and community junior
colleges. Coordinating Board action on program
requests are presented in terms of approval, disap-
proval, deferral, and withdrawal by program area
and level and by institution and level. Data are also
presented on semester credit hours by level and pro-
gram area for public senior and community colleges;
degrees awarded by level and curriculum area; aver-
age budgeted faculty salaries by rank and institu-
tion; student-faculty ratios at public senior colleges
and universities; total investment in physical plant
by institution; distribution of net assignable facilities
space by function for each sector; and federal pro-
gram grants for physical facilities and campus plan-
ning. Formulas for financing higher education, and
legislative appropriations for higher education are
presented. Information is also presented on the Hin-
son-Hazlewood College Student Loan Program,
Tuition Equalization Grants Program, and State
Student Incentive Grants Program. (SW)

ED 202 409

HE 013 931

Cashin, William E.

Motivating Students. IDEA Paper No. 1.

Kansas State Univ., Manhattan. Center for Faculty
Evaluation and Development in Higher Educa-
tion.

Pub Date—Aug 79

Note—5p.

Available from—Kansas State University, Center
for Faculty Evaluation and Development, 1627
Anderson Ave., Box 3000, Manhattan, KS 66502.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Classroom
Techniques, College Faculty, *College Students,
Course Organization, Higher Education, *Learn-
ing Motivation, Reinforcement, *Student Motiva-
tion, Student Needs, *Student Teacher
Relationship, Teacher Effectiveness, *Teaching
Methods

Research results and suggestions concerning
motivating college students are considered. Some
research has indicated that motivation to learn in
school is not fixed, but it is not changed drastically
in short time periods either. It has been suggested
that students who are not motivated to learn resist
new information, and use categorical reasoning
(good or bad) rather than an evaluative continuum.
Research has also indicated that after controlling for
the students' initial desire to take the course, stu-
dent motivation is correlated to some extent with
the instructor's enthusiasm and expressiveness. A
variety of traditional teaching approaches was also
found to be motivating (clear explanations, clear
learning objectives, flexible teaching approaches,
summarizing course material). Suggestions for im-
proving student motivation are grouped under the
following headings: begin where the students are;
establish the relevance of the course material; in-
volve the student in the choice of what will be stud-
ied, where possible; arrange learning tasks at levels
appropriate to the abilities of your students; reward
the students; consider the advantages of the discov-
ery method; and use teacher-student interactions.
Among the conclusions are the following: (1) moti-
vation is a significant variable in a student's readi-
ness and willingness to learn; (2) students are
curious and do have a sincere desire to know and
understand; (3) these assets can be capitalized upon
if the learning situation provides for successful ac-
complishments at a fairly consistent rate; and (4)
teachers can create an atmosphere where learning
will be more efficient by stimulating student com-
mitment and motivation. (SW)

ED 202 410

HE 013 932

Aubrecht, Judith D.

Are Student Ratings of Teacher Effectiveness
Valid? IDEA Paper No. 2.

Kansas State Univ., Manhattan. Center for Faculty
Evaluation and Development in Higher Educa-
tion.

Pub Date—Nov 79

Note—7p.; Not available in paper copy due to small
print.

Available from—Kansas State University, Center
for Faculty Evaluation and Development, 1627
Anderson Ave., Box 3000, Manhattan, KS 66502.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*College Faculty, College Students,
Evaluation Criteria, Grading, Higher Education,
Instructional Improvement, Reliability, Student
Attitudes, *Student Evaluation of Teacher Per-
formance, Teacher Behavior, Teacher Character-
istics, *Teacher Effectiveness, *Teacher
Evaluation, Teacher Improvement, *Validity

Issues pertaining to the validity of student ratings
of teaching effectiveness are considered, and re-
search results are evaluated. The following extrane-
ous variables that affect student ratings but are not
under the control or influence of the teacher are
examined: class size, initial student motivation, aca-
demic field, teacher characteristics, and situational
leniency. If effective teaching is defined by student
progress on teacher defined goals, some measure of
that progress is needed. The following measures are
assessed: grades, achievement tests, and student
self-report. Based on the research, it is suggested
that student ratings are adequately reliable and relevant
measures to be included in teacher evaluation
procedures. Evidence is cited to indicate that stu-
dent ratings are strongly related to the ratings of
teacher effectiveness by administrators, peers, and
the teachers themselves. It was also found that stu-
dents can make fine distinctions along a number of
dimensions of teacher effectiveness. It was also
found that student ratings by themselves are not
very helpful to teachers seeking to improve instruc-
tion. However, some student rating systems (notably
IDEA) provide interpretive assistance that can
enhance the usefulness of student ratings for
diagnosis. It is also possible that instructional devel-
opment specialists can provide help to teachers in
translating the information from student ratings into
appropriate changes in teacher behavior. A bibliog-
raphy is included. (SW)

ED 202 411

HE 013 933

Gries, Thomas J.

Improving Academic Advising. IDEA Paper No. 3.

Kansas State Univ., Manhattan. Center for Faculty
Evaluation and Development in Higher Educa-
tion.

Pub Date—Aug 80

Note—5p.; Not available in paper copy due to poor
reproducibility.

Available from—Kansas State University, Center
for Faculty Evaluation and Development, 1627
Anderson Ave., Box 3000, Manhattan, KS 66502.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*College Students, Communication
Skills, *Counseling Objectives, Courses, *Educa-
tional Counseling, *Educational Objectives,
*Faculty Advisers, Graduate Study, *Helping Re-
lationship, Higher Education, Performance Con-
tracts, Student College Relationship, Student
Needs, Study Habits, Undergraduate Study

Suggestions for faculty who are attempting to im-
prove their advising skills without the benefit of a
formal program are offered. Good advisement is al-
ways a process composed of timely responses in
areas relevant to student education. The scope of
advising may encompass the following: describe the
intent of the general or liberal arts part of the under-
graduate curriculum for the advisee; communicate
the rationale for institutional and/or departmental
requirements, policies, and procedures encountered
in the advising process (i.e., grading policies, en-
dorsement of schedules); analyze the student's
study skills/habits, especially when difficulties with
a course are indicated; question the course selec-
tions and other choices of students (e.g., determine
the reasons why certain courses are chosen); deter-
mine the involvement of advisees in other campus
activities; explore the advisee's career choice and
suggest alternative careers if appropriate; explore
graduate school expectations and choices with the
student; and assist students with course selection.
Strategies that advisors can use to allow sufficient
coverage of all areas of advising are as follows: de-
velop a checklist, calendar, or syllabus for advising;
use contracts with advisees (i.e., a student outlines
a degree plan); use groups when appropriate to
economize advising time; use other students as ad-
visor helpers; encourage student self-advisement;
and share information, skills, and techniques with
other advisors. There are also a multitude of techniques
that may help an advisor work more effectively with
advisees. These are grouped under three skill head-
ings: informing, communicating, and helping.

Among the suggestions are to insure having accurate information about academic programs, listen carefully and use open-ended questions, and respect the advisee. (SW)

ED 202 412 HE 013 934
McClain, Ruth S.

An Assessment of Student Attitudes and Awareness of the Placement Services Program at Salem State College.

Pub Date—Jul 80

Note—34p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, *Career Counseling, *College Students, Higher Education, Institutional Research, *Job Placement, Participant Satisfaction, State Colleges, *Student Attitudes, *Student Needs, Student Participation, *Use Studies

Identifiers—Salem State College MA

Student attitudes and awareness of the placement services at Salem State College were studied. A questionnaire was administered to 300 randomly selected students, or 6 percent of the school population. Ninety percent of the respondents were between 16 and 25 years old. There were twice as many freshmen as seniors in the study sample (and the college population). It was found that although more than 84 percent of the respondents were aware of the placement services and 68 percent were aware of the location of the services, only about one-fourth ever used the services. Of the individuals (24 percent) who used the placement services (primarily seniors) 55 percent indicated satisfaction with the resource materials and 62 percent were satisfied with the staff. Thirty-eight percent of the respondents reported satisfaction with the workshop and consultation aspects of the placement services. Seventy-four percent of the respondents indicated a need for career counseling and of that group, 64 percent expressed a willingness to participate in group career development counseling. Study recommendations and a sample questionnaire are included. (SW)

ED 202 413 HE 013 935
McClain, Ruth S.

An Assessment of Student Attitudes and Awareness of the Health Services Program at Salem State College.

Pub Date—Jul 80

Note—32p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, Females, Higher Education, Institutional Research, Males, *School Health Services, State Colleges, *Student Attitudes, *Student Needs, Student Participation, *Use Studies

Identifiers—Salem State College MA

Student attitudes and awareness of the health services program at Salem State College were studied. A questionnaire was administered to 312 randomly selected students, or 7 percent of the school population. Ninety percent of the respondents were between 16 and 25 years old. Findings indicate that although nearly 90 percent of the respondents were aware of the health service facility on campus, less than one-half had used the services. Most of the students who took advantage of the health services were resident women at the junior and senior levels. Those students who were most frequently unaware of the health services or had not used them were freshmen and sophomore men commuter students. Few students had used the hospital emergency room of the health services. Most of the respondents (62 percent) were unwilling to pay an increased health fee in order to expand the currently available services. Most respondents were covered by their parents' family health insurance plan, and therefore did not feel the need to be involved in the plan offered through the college. Although few students offered suggestions for expanding the programs of the health services, those suggested were: a first aid and CPR course, services of a dermatologist and dietitian, and dental coverage/improved insurance benefits. Study recommendations and a sample questionnaire are included. (SW)

ED 202 414 HE 013 936
Educational Cooperation in the City. Volume 3, No. 1.

American Association of State Colleges and Universities, Washington, D.C. Urban College and University Network.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Mar 81

Note—10p.

Available from—Urban College and University Network, American Association of State Colleges and Universities, One Dupont Circle, Washington, DC 20036.

Journal Cit—Connections; v3 n1 Mar 1981

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College School Cooperation, Community Education, Community Involvement, Community Organizations, *Consortia, Cultural Activities, Engineering, *Government School Relationship, Higher Education, Industry, Inner City, Intercollegiate Cooperation, Lifelong Learning, Minority Groups, Private Colleges, Program Costs, *School Business Relationship, *School Community Programs, State Colleges, Student Teachers, Teacher Education, *Urban Areas, Urban Education

Identifiers—New Jersey (Jersey City), New York (New York), Oklahoma (Oklahoma City), Pennsylvania (Philadelphia)

Cooperative relationships among urban colleges and universities and their educational collaboration with governmental, cultural, and business institutions in the city are addressed. An article by Larry Rose suggests that institutional self-interest plays a central role in encouraging educational collaboration. Four programs are described that help to indicate why city institutions are cooperating as well as what it takes to make that cooperation work. PRIME, an acronym for Philadelphia Regional Introduction for Minorities in Engineering, is a successful collaboration between 33 local industries and government agencies, the Philadelphia and Camden public schools, and four universities. This consortium manages institutional relationships through an autonomous coordinating unit. BECA, the Brooklyn Educational and Cultural Alliance, is a consortium of the borough's five independent postsecondary institutions and five of its major cultural organizations. This consortium also has a coordinating unit separate from the participating institutions. In Jersey City, the Jersey City State College and the public schools cooperated in establishing the Alternative Teacher Training Program (ATTP), a five-semester, totally field-based, preservice training program in the inner city elementary schools. The chief differences between ATTP and the college's traditional program are the amount of time students spend interning, the curricular emphasis on understanding the needs of inner city children, and the use of a variety of teaching strategies. Oklahoma City's Community Education Consortium for Lifelong Learning is confronted by the critical issues of financing, community participation, and organizational structure. There is a widely held view that the programs of the consortium are geared to high school students rather than community residents, since most of the programs are sponsored by the school district. (SW)

ED 202 415 HE 013 937
Batsche, Catherine N.

Salary and Compensation in Higher Education: A Cluster Analytic Approach.

Illinois State Univ., Normal. Coll. of Education. Pub Date—Mar 81

Note—48p.; Joint publication of the Center for the Study of Educational Finance, Center for Higher Education, Department of Educational Administration and Foundations, College of Education, Illinois State University. Paper presented to Illinois State University in partial fulfillment of the requirements of a graduate program.

Available from—Department of Educational Administration and Foundations, College of Education, Illinois State University, Normal IL 61761.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Rank (Professional), *Cluster Analysis, *College Faculty, College Programs, Comparative Analysis, Compensation

(Remuneration), Discriminant Analysis, Factor Analysis, Faculty Workload, Graduate Study, Higher Education, Institutional Characteristics, School Size, *State Colleges, State Universities, *Teacher Salaries, Undergraduate Study

Identifiers—*Illinois

Salary and compensation of faculty in Illinois public colleges and universities were studied using a cluster analytic approach. Twenty-seven institutional variables were factor analyzed to obtain a smaller set of closely related variables. Factor scores were obtained for each of the 1,126 institutions of higher education. A cluster analysis was then conducted to explore potential groupings of institutions based on similar factor scores patterns. A multiple group discriminant analysis was also conducted to refine the groups identified through cluster analysis and to determine the most significant factors in discriminating among clusters. The salary and compensation analyses for 1974 through 1979 were then conducted as follows: cluster mean, median, quartile range, quartile placement, minimum entry in cluster, maximum entry in cluster, and minimum-maximum range. The analysis was conducted for each academic rank and for all ranks combined. This analysis was conducted twice: first with raw data for salary and compensation and then with the salary and compensation data adjusted for cost of living. The variables were selected that were descriptive of the nature and comprehensiveness of the institution's academic programs, the size of the institution, the research emphasis of the institution, the status of faculty, and the selectivity of student admissions. Five factors were found to account for approximately 75 percent of the total variance: size and comprehensiveness, graduate program emphasis, undergraduate selectivity, master's emphasis, and faculty workload. Illinois institutions were generally found to receive lower salary and compensation than did institutions with similar characteristics in other states and the Illinois' levels declined in relative standing between 1974-75 and 1979-80. The 12 Illinois public institutions were classified into eight separate clusters, which are appended. (SW)

ED 202 416 HE 013 938
Fuchs, Rachel G. Lovano-Kerr, Jessie

Retention, Professional Development and Quality of Life: A Comparative Study of Male/Female Non-Tenured Faculty.

Pub Date—Apr 81

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), College Environment, *College Faculty, Comparative Analysis, *Faculty College Relationship, Faculty Promotion, Females, Higher Education, Institutional Research, *Job Satisfaction, *Males, Occupational Aspiration, Peer Relationship, Professional Development, Quality of Life, Sex Differences, Teacher Attitudes, Teacher Characteristics, Teaching Conditions, *Tenure, *Women Faculty

Identifiers—Indiana University, *Nontenured Faculty

Concerns of tenure-line, nontenured faculty regarding retention, professional development, and quality of life were studied in 1979 at Indiana University. Study objectives were to identify obstacles to tenure level performance, conditions that might influence faculty to seek positions elsewhere, demographic data, appointment data, and information about the following: degrees of satisfaction with work, perceived attitudes of colleagues toward work, amount and type of feedback and evaluation received, factors deemed important in acquiring tenure, attitudes toward the department, and factors judged important to one's quality of life. Response revealed that significantly more women were hired as lecturers than men, while significantly more men were initially hired as assistant professors; however in 1979, many women hired as lecturers had been promoted to assistant professor and there were no significant difference in the current rank of men and women. The major differences between male and female nontenured faculty occurred in their perceptions of their professional lives: women were significantly less satisfied with their quantity of work than were men, but significantly more satisfied with their service and other professional activities. Men were significantly more confident than women of receiving

ing tenure. Both women and men felt that members of the same or opposite sex viewed them primarily as co-workers or friends. Social life and cultural environment were not as important to either men or women as the professional aspects of their lives. It is concluded that men and women faculty share the same general personal evaluation of their professional lives in their departments and at the university; there were many similarities in their viewpoints and career aspirations. (SW)

ED 202 417 HE 103 940

Joplin, Alan L. Brown, Amy, Ed.

Is There Any Difference? A Comparative Study of Developmental Reading Programs in Traditional Black Colleges and Universities and Their White Counterparts for the 1979-1980 Academic Year.

Pub Date—Mar 81

Note—51p.; Not available in paper copy due to small print. Best copy available.

Available from—P.O. Box 7909, Chambers Station, Saint Louis, MO 63106 (\$5.00 plus \$1.25 postage, 10 percent reduction per copy for orders over five copies).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Persistence, *Black Colleges, College Faculty, College Students, Comparative Analysis, Compensatory Education, *Developmental Studies Programs, Educational Diagnosis, Enrollment Rate, Financial Support, Higher Education, *Institutional Characteristics, Program Costs, Program Descriptions, Program Evaluation, *Remedial Reading, School Surveys, Student Placement, *Whites

Developmental reading programs in traditionally black colleges and universities were compared with their white counterparts for 1979-80. Major areas of analysis were as follows: institutional characteristics, enrollment and retention, faculty status, program design, instructional delivery, course credit, and funding. A total of 113 two-year and four-year colleges and universities participated. The following institutional characteristics were compared: type of institution, calendar year, institutional setting, admissions policy, the existence of developmental reading, course status, length of program operation, description of program, and student placement. The following enrollment and retention characteristics were compared: institutional enrollment, enrollment in the reading program, classification of students served, completion rate, and student matriculation. Additional areas of analysis are as follows: faculty rank and tenure, staff composition, instructor evaluation, staff supervision, tenure of person responsible for the program, success of the program, departmental affiliation, project evaluation, method of conducting reading course, instructional practices, support services, instructor-student ratio, credit hours earned, type of credit earned, student evaluation, and source and percentage of funding. It was found that an overwhelming majority of both black and white institutions operate developmental reading programs. A majority of respondents indicated that their reading programs have operated for at least four years. The largest percentage of all respondents describe the reading program as remedial, developmental, and enrichment. No respondent described the reading program as singularly one of enrichment. A sample questionnaire is appended. (SW)

ED 202 418 HE 103 941

Taylor-Way, David G.

Adaptation of Interpersonal Process Recall and a Theory of Educating for the Improvement of College Instruction.

Spons Agency—Cornell Univ., Ithaca, N.Y. Coll. of Arts and Sciences; EXXON Education Foundation, New York, N.Y.

Pub Date—Apr 81

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Theories, *Classroom Observation Techniques, College Faculty, College Instruction, Educational Theories, Higher Education, *Instructional Improvement, *Interaction Process Analysis, *Learning Theories, Recall (Psychology), Student Teacher Relationship, *Teacher Effectiveness, Teaching Assistants,

*Videotape Recordings

Identifiers—Gowin (D B), *Interpersonal Process Recall

An adapted form of interpersonal process recall (IPR) and a theory of educating are described. IPR, which was originally conceived as a method for interpersonal counseling, may help college teachers improve their instruction, based on the conceptual framework derived from D. B. Gowin's (1981) theory of educating. The adapted recall technique involves the teacher, an inquirer, and several of the teacher's students who watch a videotape of teaching. The teacher and students use the videotape to recall thoughts and feelings that had taken place during the original teaching episode. The inquirer attempts to get the teacher to attend to the regularities in his or her teaching, to conceptualize those regularities, and to develop principles of instruction out of those concepts. Teachers are encouraged to express their thoughts and feelings about teaching so that these can be recorded over time as they are modified. Three pertinent principles derived from Gowin's theory of educating are as follows: (1) that a knowledge of the interconnections between feelings, thoughts and actions is critical to establishing a sense of educative value; (2) that by making records of covert teaching events such as expressions of thoughts and feelings of both teachers and their students there is a means of understanding the meaning of overt events such as actions, and for research purposes; and (3) that by maintaining the interrelationships between the events of teaching there is one way of using facts to improve the conceptualization of teaching events and of converting tested concepts into criteria of teaching excellence. Research conducted at Cornell University to test the effectiveness of the adapted recall technique with teaching assistants is summarized. (SW)

ED 202 419 HE 103 942

Smith, Carolyn R.

Residence and Migration of College Students, Fall 1979.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Feb 81

Note—191p.; Not available in paper copy due to small print.

Available from—National Center for Education Statistics, U.S. Department of Education, Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Freshmen, *College Students, *College Transfer Students, Community Colleges, *Foreign Students, Full Time Students, Graduate Students, Higher Education, In State Students, National Surveys, Out of State Students, Part Time Students, *Place of Residence, Private Colleges, School Statistics, State Colleges, State Universities, *Student Mobility, Two Year Colleges, Undergraduate Students

Identifiers—Higher Education General Information Survey

Data from the Residence and Migration of College Students survey for fall 1979, a part of the Higher Education General Information Survey (HEGIS), are presented. Data are provided for all institutions, publicly controlled universities, publicly controlled four-year institutions, publicly controlled two-year institutions, privately controlled universities, privately controlled four-year institutions, and privately controlled two-year institutions. The residence and migration data are presented separately for all new students, first-time freshmen, undergraduate transfer students, new first-professional students, new graduate students, and new unclassified students. Information is also presented on full-time and part-time students enrolled in institutions in each state, student residents of each state, and students remaining in their home state to attend college, by level of enrollment and state. Additional tables "outmigrants" and immigrants for each state, and students outmigrants and immigrants for each state, and students remaining. Appended materials include: descriptions of survey procedures, imputation procedures, and tabular procedures; a glossary, a list of imputed institutions, and a sample questionnaire. (SW)

ED 202 420

Wergin, Jon F.

Predicting Admissions Committee Behavior in a Medical School.

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, *Admissions Officers, *College Applicants, Competitive Selection, Decision Making, *Evaluation Criteria, Higher Education, In State Students, *Medical Schools, Multiple Regression Analysis, Out of State Students, *Predictor Variables, Student Characteristics

Identifiers—*Medical College of Virginia

The decisions made by admissions committee members of the Medical College of Virginia were studied to determine the criteria used to arrive at value judgments and to analyze variations in predicted ratings based on these criteria. All 983 applicants to the 1980-81 entering class of the medical school who underwent file review evaluations (the total applicant pool was 2,315) were studied. The first study phase consisted of a series of stepwise multiple regression equations for each rater, using file review ratings and interview ratings as criterion variables. Predictor variables for these regressions included age, sex, minority status, presence of graduate degrees, previous applications to medical school, scores on the Medical College Admission Test, and undergraduate grade point average both in science courses and overall. Regressions were calculated both for individual committee members and the committee as a whole, and residents and non-residents were analyzed separately. In the second study phase, each committee member's file review regression equation was applied to a random sample of 50 residents and 50 nonresidents drawn from the pool of 983 files. Results were then analyzed for the difference between the highest and lowest pairs of predicted ratings and for the placement of the actual ratings within the distribution of predicted ratings. As expected, the prediction formulas suffered from a lack of precision, due in part to the existence of certain qualitative criteria (e.g., quality of undergraduate school) not entered into the analysis. The amount of ratings variance was generally higher for individual members than for the committee as a whole. For file reviews, ratings assigned to resident applicants tended to be more predictable on the basis of admissions characteristics than those assigned to nonresidents. Additional findings and policy implications are considered. (SW)

ED 202 421

Nelson, Mari E.

Career Development for Minority and Women Faculty.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 81

Grant—NIE-G-79-0057

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Federal Programs, Females, Financial Support, *Graduate School Faculty, *Grantsmanship, Higher Education, Information Dissemination, Inservice Teacher Education, Males, *Minority Groups, Professional Continuing Education, Professional Development, Program Proposals, *Proposal Writing, *Publications, Research Opportunities, Teacher Workshops, *Women Faculty, Writing Skills

The organization, rationale, methods of implementation, and the first year results of a project designed to enhance career development of minority (both sexes) and women graduate-level faculty in the domain of knowledge production and dissemination are described. The National Institute of Education project, entitled Seminar-Workshop on Writing for Funding and Publication, was held at Ohio State University and involved 20 participants from different colleges. The seminar focused on processes of grantsmanship, proposal development/review, journal manuscript preparation, and book prospectus development. The inservice program was designed to address the general lack of exposure of female and minority persons to writing grant

proposals and manuscripts. The seminar was basically a "how to do it" session, and participants listened to lectures, discussed, and consulted with editors and grant consultants regarding their manuscripts and grant proposals. They learned such things as how to identify private and public funding sources; the operational and philosophical differences between foundation and government agencies; how to utilize grants reference materials; what a good proposal looks like; and the politics of getting published and of getting grants funded. At the workshop, which was held three months later, participants submitted completed grant proposals and articles so that they could be reviewed and critiqued by the project principals and participants. Ten persons represented predominantly institutions, and one a predominantly white female institution. Nineteen persons were in department of education, and one was in a psychology department. The selection criteria and project personnel are identified. Accomplishments of the participants in writing and funding for publication are noted. (SW)

ED 202 422 HE 013 945

Yogev, Sara Vierra, Andrea

The Need for Social Change Relative to Professional Women's Perceptions of Their Role-Loads, Feelings of Being Overworked and Marital and Parental Status.

Pub Date—Apr 81

Note—20p; Paper presented to the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, *Faculty Workload, *Family Life, Family Relationship, Higher Education, Home Management, Job Satisfaction, *Marital Status, *Mothers, Parent Role, Peer Influence, Quality of Life, *Role Conflict, Role Perception, Spouses, *Women Faculty

The perceptions of a group of university faculty women about their work loads were studied. Respondents were asked about their responsibilities at home, about the time they spend on their professions, their households, and their families. They were also asked to judge whether and to what extent they feel overworked and about their attitudes toward different aspects of a working woman's life (e.g., can she be a good wife, a good mother, and feminine?). Respondents were 151 women on the faculty of a large midwestern university in 1977-78. Participants were divided into four groups according to their marital and motherhood status. Although all subjects reported working many hours (mean response was 51.7 hours per week), they did not report feeling particularly overworked. Those who had children and reported working (career and home responsibilities) over 100 hours per week felt no more overloaded than did the childless ones who reported working about 72 hours a week. All the subjects strongly agreed that women can be feminine and professionally successful and that professional women can have happy marriages. It is suggested that the findings indicating that mothers do their share of the child care and need less help with child care might explain why they have such a positive opinion and feel that they are as good mothers as nonworking mothers. All subjects disagreed with the statement saying that being overworked is inevitable for a working woman who has a family. However, the mothers disagreed more strongly than did the married and childless. All subjects felt that their careers are as integral a part of their "subjective reality" as are their children/husbands. The concepts of a "secondary socialization" and multiple reference groups are considered in order to possibly explain the findings. Although the data are subjective, they suggest the possibility that professional women who choose to have families carry a heavy burden, even though they do not admit it. A bibliography is included. (SW)

ED 202 423 HE 013 946

Toombs, William Marlier, Joyce

Career Change Among Academics: Dimensions of Decision.

Pub Date—Apr 81

Note—40p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Change, College Environment, *College Faculty, Decision Making, *Employment Level, Employment Opportunities, *Faculty Mobility, Higher Education, Institutional Research, *Job Satisfaction, Labor Market, Professional Recognition, Social Influences, Teacher Persistence, *Teacher Retirement

Identifiers—*Pennsylvania State University

Faculty career changes through retirement, a move to another institution, or a move to nonacademic employment were examined through interviews with 134 faculty members who had left Pennsylvania State University, a multi-campus research university. The research design incorporated the concept of "social information processing" (Pfeffer, Salancik, 1978). Analysis of the data was aided by use of the "dual factor" notion of "motivators" and "hygiene" proposed by Herzberg (1957, 1967). The environments from which the factors emanated were established as personal conditions, the local situation, and the external environment. Interviews were content analyzed by abstracting key phrases that were grouped to yield general findings and specific observations on each group of subjects. Findings common to the three groups confirmed the individualized nature of decision-making, the personalized choice sets, and the heavy dependence on reading the environment rather than on interpersonal exchange. High value for autonomy in areas of expertise, for control over the work conditions, and for recognition of good work rather than from advantages of position was emphasized. Moves to nonacademic work gave more importance to events outside the university. It is suggested that universities may consider developing an accelerated flow model, which would view the institutional boundaries as more open and would cultivate more exchange with the extramural environment of practice and application. Policies to make change easier would constitute the chief mechanism for opening a wide range of mid-career options. (Author/SW)

ED 202 424 HE 013 947

Dickens, Wenda J. Perry, Raymond P.

Learned Helplessness in the Classroom: Some Good News and Some Bad.

Pub Date—Apr 81

Note—41p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Tests, Affective Behavior, Classroom Observation Techniques, Classroom Research, *College Faculty, *College Students, Feedback, Higher Education, Interaction Process Analysis, Performance Factors, *Reinforcement, *Student Evaluation of Teacher Performance, Student Teacher Relationship, *Teacher Behavior, Teacher Effectiveness, Teaching Methods, Videotape Recordings

The effects of amount of exposure to response/outcome independence and teacher expressiveness on student ratings of the instructor, achievement test performance, and attribution items were studied. University students completed an aptitude test that provided contingent or noncontingent feedback and varied in length (short, medium, or long). All subjects, including a control group who did not complete the aptitude test, then viewed a videotaped lecture in a simulated classroom. Following the lecture, students completed a teacher evaluation, an achievement test, and an attribution questionnaire. The results reveal that contingent students scored higher than noncontingent students on the achievement test, and that students viewing the high expressive lecture performed significantly better than students in the low expressive condition. A priori comparisons of the contingency by expressive interaction indicated that the high expressive instructor attenuated the negative effects of noncontingency. After viewing the low expressive lecture, noncontingent subjects had lower performance scores than contingent subjects, but there were no achievement differences between the three contingency conditions (control, contingent, noncontingent) when subjects viewed the high expressive lecture. Instructor expressiveness had the largest impact on the post-lecture measures. It

accounted for the greatest amount of the achievement variance, and was the only variable to influence student ratings and attributions. It is concluded that exposure to contingent outcomes had a negative effect on achievement; however, instructor expressiveness had a larger overall effect on student performance. It is suggested that teacher behaviors such as expressiveness may attenuate the effects of exposure to noncontingency. A bibliography is included. (Author/SW)

ED 202 425 HE 013 948

Brazziel, William F.

College/Corporate Partnerships: Studies in Cooperative Efforts in Education and Staff Development.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 81

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *College Credits, *Cooperative Programs, Degree Requirements, Experiential Learning, Higher Education, *Labor Needs, *Off the Job Training, *On the Job Training, *School Business Relationship, Specialization, Staff Development, Testing

Data and case studies from research on 116 colleges and universities involved in efforts to develop programs to meet corporate needs for personnel and personnel development are reported. The sample was nominated by a national panel and is regarded as exemplary in efforts at corporate/college partnerships. Responses of presidents and profiles of institutional efforts are included. It is found that studying labor market needs and fashioning programs to fit students into the market after graduation can be important elements of successful programs. Expansion of on- and off-campus business and technical programs plus a reorganization of course requirement structure was necessary in some programs. Cooperative efforts among corporations and colleges have been increasing, but in-house corporate programs have also increased. In some college programs, credit is given for on-the-job experience as well as coursework. The biggest roadblock from an institutional point of view seems to be the usual lag in program start-up time for a new course or program, at least a year in most cases. Tooling up to offer specialty courses can be a problem for small institutions. Targeting efforts in one or two program areas can help the institution's program effectiveness. Rigorous testing and evaluation are recommended to dispel institutional concern over giving credit for corporate in-house work over which the college has little control. College/corporate sharing of resources and efforts is seen as a key to successful cooperative programs. (MSE)

ED 202 426 HE 013 949

Harris, Ilene B. And Others

Evaluation of a Medical Interviewing Course: The Helping Relationship Inventory.

Pub Date—Apr 81

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clinical Experience, *Communication Skills, *Course Evaluation, Followup Studies, Helping Relationship, Higher Education, Interaction Process Analysis, Interpersonal Competence, *Interviews, Longitudinal Studies, Medical Case Histories, Medical Education, *Medical Students, *Physician Patient Relationship, *Rating Scales, Student Attitudes, Test Validity

Identifiers—*Helping Relationship Inventory, University of Minnesota

Use of the Helping Relationship Inventory (HRI) to assess the impact of an introductory medical interviewing course on beginning medical students' preference for interview response modes was studied at the University of Minnesota. The HRI, a brief paper-and-pencil instrument, was administered as a pre-test and post-test for five consecutive years (1975-79). Attention was directed to the impact of the medical interviewing course on students' preferences for the following alternative responses to patients' written statements: "understanding," "probing," interpretive, "supportive," and "evaluative." In 1978 and 1979, the HRI was also administered several months before the course to assess the persistence of changes. A course descrip-

tion and information on the evaluation instrument and data collection methodology are presented along with pre-test, post-test, and followup test results for each of five consecutive years. Significant increases in students' preferences were found for understanding responses and decreases in preferences for evaluative responses. Changes were in the desired direction, since rapport is generally enhanced by conveying understanding and refraining from premature evaluation. It was also found that tutor experience in teaching the course was not significantly related to variations in outcome results; students with new tutors did not have significantly different response preferences than students of more experienced tutors. The consistent pattern of results for five years supports the construct validity of the HRI. Effects on response preferences of some instructor characteristics are analyzed, and implications for health professional education and research are discussed. (SW)

ED 202 427 HE 013 950

Harris, Ilene B.

Critique of "Meta-Analysis of Patient Education Research: Implications for Health Care Professionals," by Steven A. Mazzuca.

Pub Date—Apr 81

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Educational Assessment, Evaluation Criteria, *Evaluation Methods, Higher Education, Literature Reviews, *Patient Education, Predictor Variables, Program Effectiveness, *Research Methodology, Selection Identifiers—*Meta Analysis

The use of meta-analysis of patient education research as reported by Steven A. Mazzuca in a 1981 conference paper is critiqued. The way that Mazzuca's meta-analysis conforms to the criteria for effective conduct of the six methodological tasks of integrative reviews as specified by Jackson (1980) is assessed. The extent to which meta-analysis serves its intended purposes and the outcome variables that are most meaningful in assessing the effects of patient education are examined. It is suggested that Mazzuca provides a clear and appropriate rationale for focusing on patient education related to chronic diseases and that he reports his search strategies as well as his criteria for selection of studies. Mazzuca provides detailed tables in which he reports for each study: the medical problem, the type of interventions, the type of outcome parameters, and the timeframes. He also performs subanalyses of outcomes for types of intervention and types of outcome parameters. He identifies two genres of educational intervention which show a common thread among diverse strategies (didactic and behavioral approaches). Mazzuca specifically draws out conclusions for policy and practice with respect to the effectiveness of didactic as compared with behavioral approaches to patient education. Based on a comparison of Mazzuca's meta-analysis and one conducted by Posavac, it is suggested that different meta-analyses of similar topical areas will yield different of educational views of what is known in many different studies. In Mazzuca's meta-analyses several types of potentially important parameters are not subanalyzed: type of disease, types of compliance, and timeframes. In terms of outcomes, it is suggested that it is important to distinguish compliance and therapeutic progress. (SW)

ED 202 428 HE 013 951

Crosson, Patricia H.

Pennsylvania Postsecondary Education Policy Systems: Coping with Enrollment and Resource Declines. Occasional Paper No. 2.

Spons Agency—Pittsburgh Univ., Pa. School of Education.

Pub Date—81

Note—115p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Attitudes, College Planning, Decision Making, *Declining Enrollment, *Educational Policy, Educational Resources, Enrollment Trends, Financial Policy, Government Role, *Government School Relationship, *Higher Education, Legislators, Private Colleges, Resource Allocation, State Colleges, State Government, State Officials, *Statewide

Planning

Identifiers—*Pennsylvania

The opinions of Pennsylvania educational and legislative leaders on four issues of critical importance to higher education in the state were evaluated. For the two issue areas of enrollment and resources, respondents were asked through interviews and a questionnaire to make projections for the 1980s, to identify the group or agency that should be primarily responsible for planning regarding resource and enrollment declines for public sector institutions, and to express their views concerning a number of means for resource and enrollment planning. The responses are analyzed by respondent category (legislators, presidents and vice chancellors of four types of higher education institutions, and state department and board of education personnel). The pattern of responses for different issue areas are also analyzed. The third issue area was the relationship between independent institutions and state government. Fifty-six percent of respondents agreed that the state's role in private higher education would increase, while 38 percent disagreed, and 6 percent had no opinion. A larger percent of interviewed respondents felt that the state role would increase during the 1980s. Opinions on means through which the state could assist private institutions were obtained. The fourth issue area concerned the state level structure for enrollment and resource decision-making during the 1980s. Research and literature concerning these four issue areas and on the evolution of the relationship between colleges and universities and state government are reviewed, and possible implications for higher education in Pennsylvania during the 1980s are suggested. The system of higher education in the state is also described. A bibliography and a sample questionnaire are included. (SW)

ED 202 429

HE 013 952

Jensen, Marian

A Review of Recent Research in Group Communication in Higher Education Administration: Where It Isn't.

Pub Date—80

Note—49p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Behavior Theories, Communication Problems, Conflict Resolution, Decision Making, *Group Behavior, *Group Dynamics, *Group Structure, Higher Education, *Interaction Process Analysis, Leadership Styles, Organizational Theories, Organization Size (Groups), Performance Factors, Problem Solving, Risk, Sex, *Social Behavior

Studies published in the last five years (since 1975) concerning how groups behave, with particular emphasis on implications for the administrator who wishes to deal more effectively with groups, are reviewed. The 25 studies represent 11 journals, written by authors from six related disciplines. For discussion purposes, the studies are divided into three subject areas: group interaction, group process, and group performance. Group interaction refers to the nature of communication among group members. Group interaction variables that have frequently been studied are leadership style, sex composition of groups, and group size. Group process refers to the methods used by a group to accomplish its purposes. The following process variables are addressed: group discussion, conflict resolution, consensus, and risk-taking. Another area of importance to group process is the collective dilemma, which explores the issue of cooperation versus competition in a group situation. Such studies are also referred to as "Prisoner's Dilemma" or "Tragedy of the Commons". The earliest research on groups focused on group performance, examining whether students or workers performed better alone or in the presence of others. With the present day concern for accountability and emphasis on group decision-making and problem-solving, this issue remains one of the primary topics of investigation. It is proposed that those studies that represent the most recent variables under consideration concern member intellect, personality, group tradition, and process interventions. Process interventions refer to methods used to accomplish the group's purposes that may be employed to improve the performance of the group. Despite obvious missing links in group theory, applications for the educational administrators are addressed. A bibliography is included. (SW)

ED 202 430

HE 013 953

Ffner, Allan O.

The Idea of the College in Western Postsecondary Education: A Study in Adaptation from an Historical and Comparative Perspective. France, Germany, England, and the United States.

Pub Date—Aug 80

Note—30p; Paper presented at the Fourth Congress of the World Council of Comparative Education Societies (Tokyo, Japan, July 7-10, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bachelors Degrees, College Curriculum, *College Role, *Comparative Education, *Educational Change, *Educational History, Foreign Countries, *Higher Education, *Liberal Arts, Secondary Education

Identifiers—England, France, United States, West Germany

The idea of the college as a residential and instructional entity preparing students for advanced study by establishing basic knowledge in the liberal arts has a long history in Europe and the United States. The German term "Bildung" describes this function well, with its suggestions of "knowledge, culture, the power of expression, character, manners, a rare balancing and maturing of qualities calculated to equip men to meet with dignity and competency the responsibilities of life." The institutional forms in which this function of education has been expressed, at least in its ideal form, in the earliest French, German, English, and American institutions have much in common: four years of study in a residential environment. But in each of these cultures, the forms have undergone radical adaptation. In France the college function moved out of the university and into secondary institutions. In Germany the college was first merged into the university and then separated into strong classical secondary schools, with the universities focusing on scientific development. In England much of the function remained in the university, with the arts disciplines at an advanced and specialized level. In the United States, the colleges have retained much of the traditional function, but much ambivalence and confusion have grown about this role in higher education, and the future of the independent, four-year, baccalaureate-granting college seems more problematic. (MSE)

ED 202 431

HE 013 954

Rose, Homer C., Jr., Ed. Hamble, Stephen R., Ed. Rocky Mountain Association for Institutional Research. Summary of Proceedings and Materials. Annual Conference (Big Sky, Montana, September 1980).

Rocky Mountain Association for Institutional Research.

Pub Date—Sep 80

Note—63p; Best copy available.

Available from—American College Testing Program, P.O. Box 168, Iowa City, IA 52240.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Planning, Computer Oriented Programs, Decision Making, *Faculty Workload, Higher Education, Inflation (Economics), *Institutional Research, *Management Information Systems, *National Surveys, *Retirement

Identifiers—Brigham Young University UT, Higher Education General Information Survey, Montana State University, National Center for Education Statistics, University of Utah

Six papers presented at the conference are summarized. In "An Extended Look at Inflation in Higher Education" (D. Kent Halstead), direct confrontation of inflation problems by institutions is recommended. Discussion that followed focused on how best to project inflation rates for higher education, and how to convince legislatures to increase support with good data. In "The Role of Institutional Research in Retirement" (James P. Olomon) the University of Montana's dealings with retirement are outlined, with emphasis on the development of an institutional database for decision-making. "A Management Information System Involving Personnel and Resources" (H. Bruce Higley and Elbert J. Eastmond, Jr.) examines the collection and use of faculty load information at Brigham Young University over the last 18 years. Forms, charts, and tables are included. "HEGIS Surveys and the New HEGIS Taxonomy" (Marjorie O. Chandler) provides an outline of the new HEGIS format of the National Center for Educa-

tion Statistics to be implemented in the next four years. The materials included are the proposed five-year survey plan, summaries of 1980 fall enrollment for two- and four-year institutions, and the plan for revisions to the earned degrees conferred report. In "Implementing the New HEGIS Taxonomy" (Stephen R. Hample and Stephen J. Otzenberger) institutional actions to modify databases and reporting procedures are explored, especially as they will affect Montana State University. "Using a Computerized Finance Model" (Gary M. Oyler) outlines the University of Utah's recent experience in selecting and implementing a modeling system. Appended are a list of participants, a conference agenda, and information on the next meeting. (MSE)

ED 202 432 HE 013 955

Fenske, Robert H., Ed. Clark, Patricia L., Ed. *Renewing and Developing the Partnership: Federal/State/Campus Cooperation in Student Financial Aid.*

American Coll. Testing Program, Iowa City, Iowa. Spons Agency—Arizona State Univ., Tempe. Dept. of Higher and Adult Education.

Report No.—ACT-SR-29

Pub Date—81

Note—76p.; Report of the 1980 Conference on Student Financial Aid. Sponsored in part by Arizona Association of Student Financial Aid Administrators, Arizona Commission on Postsecondary Education, and Financial Aid Office, Arizona State University.

Available from—American College Testing Program, P.O. Box 168, Iowa City, IA 52243.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Role, Agency Cooperation, Centralization, *Cooperative Planning, *Coordination, Federal Government, Federal State Relationship, Government Role, *Government School Relationship, Higher Education, Information Dissemination, *Policy Formation, Research, State Government, *Student Financial Aid

The proceedings of the conference are summarized, including a symposium discussion following the formal conference. Contents include: two views of the present advisory structure for student aid (The Case for Maintaining and Expanding the Coalition for the Coordination of Student Financial Aid, by Robert H. Atwell, and The Need for Developing a Governance Structure in Student Aid: An Alternative View, by Robert H. Fenske); communication and influence in student aid (recent coordination efforts, the federal government and the student aid community, and communication and the student aid partnership); policy and governance issues (the federal influence on student aid, policy implications, and governance issues); administrative problems and issues (state level concerns, centralization, and the role of the aid administrator); the role of research (current research activities, and dissemination and communication); and a new role for the coalition (interface with the federal government, and the role of student aid administrators in the new coalition). Appended are a list of conference leaders and a call for expansion, reorganization, and funding of the Coalition for the Coordination of Student Financial Aid. (MSE)

ED 202 433 HE 013 956

Froomkin, Joseph *Supply and Demand for Persons with Postsecondary Education.*

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Oct 76

Contract—300-76-0026

Note—67p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *College Graduates, *Education Work Relationship, *Employment Patterns, Futures (of Society), *Labor Force, *Labor Market, *Postsecondary Education, Productivity, Promotion (Occupational), Relevance (Education)

Analysis of recent developments in the supply of college graduates, non-completers in postsecondary education, demographic and educational developments in the 1960's, and projections for employment in 1985 suggest that an increasing proportion

of younger, well-educated workers will be filling jobs where their postsecondary education will be of limited relevance. Many of these jobs will be in industry and in profit-oriented services. It is argued that the recent emphasis on training students for openings in the public sector no longer needs support. An important consequence seen in the presence of a large number of underused educated workers is that they will block merit promotion routes for persons with less impressive educational credentials, or that entry-level jobs for the better-educated will deteriorate. An examination of earning trends is suggested to determine whether additional education is contributing to productivity or just being used as a screening device. It is concluded that by 1985 roughly a third of college graduates will be in positions previously held by persons with less education, and two-thirds of persons with some postsecondary education will hold jobs previously filled by persons with only a high school degree. Appended are extensive tables and summaries of estimates of demand and supply for labor by level of education (population of working age, labor force participation rates) and of the demand for educated manpower (the Gross National Product and industry employment, labor force projections by occupation, and employment by educational level). (MSE)

ED 202 434 HE 013 957

Mahlke, Lars *Post-Secondary Education and Background. R&D for Higher Education, 1980:10.*

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—25 Sep 80

Note—12p.; Light type may be marginally legible. Available from—National Swedish Board of Universities and Colleges, R and D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *College Choice, *College Students, Educational Background, *Enrollment Influences, Followup Studies, Foreign Countries, Grade Point Average, Graduate Surveys, Higher Education, *High School Graduates, *Majors (Students), Socioeconomic Status, Student Attitudes

Identifiers—*Sweden

A sample of graduates from the terminal grades of upper secondary school in Sweden were studied in 1970 and 1971 to determine the relationship between choice of postsecondary studies and the students' previous level of achievement, social background, interests, attitudes to school, and education. For males, it was found that a considerable portion of the social selection established in the transition from upper secondary school to university or college was related to differences in the type of secondary schooling (i.e., differences in terms of theoretically and vocationally oriented education). Findings also indicated that the upper secondary students applying for teacher training colleges in the early 1970s displayed much the same qualities as those who had gone on the humanities and science faculties. Their grades were roughly the same, and judging by the social composition of the two groups, a considerable equalization had occurred compared with the situation 10 years earlier. There was also a trend toward greater equalization in law and economic studies. The persistent social selection for engineering (as compared with studies in science at the university) was also clearly demonstrated. That is, social background was the variable that had the highest correlation with choice of studies. The students' upper secondary program and grade point average showed a consistently high association with their postsecondary educational choices. The proportion of technology line students entering higher education was very small. Those students who went to college were more ambitious than others and did more spare-time reading, but these two variables did not appear to have had much bearing on the decision to attend college if allowance was also made for the other variables. (SW)

ED 202 435 HE 013 958

O'Connor, Linda

Opening Fall Enrollment in New Jersey Colleges and Universities: Fall 1980 and Recent Trends.

Data Brief Series, Volume 1, Number 1.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date—Feb 81

Note—34p.

Available from—New Jersey State Department of Higher Education, Trenton, NJ 08625.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Enrollment Trends, Females, Full Time Students, *Graduate Students, Higher Education, Males, Part Time Students, *Private Colleges, School Statistics, *State Colleges, State Surveys, *Undergraduate Students

Identifiers—*New Jersey

Data on fall 1980 enrollments in New Jersey colleges and universities are presented, along with comparisons between 1979 and 1980 fall enrollments and an analysis of enrollment trends over the past 10 years. Total fall 1980 headcount enrollment, both graduate and undergraduate, increased by 2.5 percent statewide over fall 1979. This growth indicates a continuation in the trend of slowly increasing enrollments over the past 10 years. While community colleges increased in enrollment by 6.6 percent, public four-year colleges declined by 0.3 percent, and enrollments at independent institutions increased by 2 percent over 1979 levels. The 1980 data show that differential growth rates between full-time and part-time students are continuing. Part-time students have grown as a proportion of total enrollments at both public four-year institutions and in the independent sector. The number of women attending college in New Jersey has grown steadily over the past decade. Data on full-time and part-time undergraduates are shown both for the United States as a whole and for New Jersey, and by sector for the 10-year period. Summary data are presented on undergraduate and graduate enrollments by sex, both full-time and part-time. The data for individual institutions and sector totals are also presented. (SW)

ED 202 436 HE 013 959

Experimental Learning Programs and Liberal Studies: An Exploratory Model of Post-Graduate Success.

Michigan Consortium for the Evaluation of Nontraditional Education.

Spons Agency—Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development; Department of Education, Washington, D.C.

Pub Date—Mar 81

Note—160p.

Available from—Central Michigan University, Institute for Personal and Career Development, Mount Pleasant, MI 48859.

Pub Type—Reports - Evaluative (142) — Historical Materials (060)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Adult Students, *College Graduates, Educational Benefits, *Experiential Learning, Followup Studies, Grade Point Average, Graduate Surveys, Higher Education, *Individual Development, Internship Programs, *Liberal Arts, Models, *Nontraditional Education, *Outcomes of Education, Professional Development, Reentry Students, Student Development

Identifiers—Central Michigan University, Delta College MI, Detroit College of Business Administration MI, Detroit Institute of Technology MI, Madonna College MI, *Michigan, Wayne State University MI

The personal, professional, and postgraduate educational development of graduates of six Michigan postsecondary institutions with programs that allow credit for experiential learning was examined. The two- and four-year programs also included a liberal-studies type curriculum, and experiential learning options included portfolio assessment, testing assessment, and cooperative/internship opportunities. Other study objectives included assessment of the relationship between experiential learning credit awards and academic performance and development of a model to identify characteristics of programs and individuals that contribute to postgraduate success. Telephone interviews and several small group interviews were conducted with 195 graduates of the Michigan programs. It was found that the younger, inexperienced group of students (or the reentry adult) was being served by the cooperative/internship programs, while the portfolio and testing programs were serving those individuals who believed they have acquired college-level learning and wished to have this learning recognized in an academic environment. Regardless of the type of personal development that

graduates pursued, nearly all pointed to their program or classes as awakening an interest or increasing their awareness of the new activity. Overall, the internship/cooperative group was lower in the number of their goals realized by the program. This finding may be related to the fact that younger people, as in the internship and cooperative group, do not often enter their college programs with realistic and attainable career goals. No relationship was found between the number of experiential credits received by graduates and their grade point averages. A bibliography, sample telephone questionnaire, and institutional profiles for the six schools are appended. (SW)

ED 202 437 HE 013 971
Houwing, J. F., Ed. Kristjanson, A. M., Ed.

Inventory of Research into Higher Education in Canada, 1981. Inventaire des Recherches sur l'Enseignement Supérieur au Canada, 1981.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—81

Note—81p.

Available from—Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Canada K1P 5N1 (\$5.00 postpaid).

Language—English; French

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Administration, *College Curriculum, *College Faculty, *College Students, Continuing Education, Educational Finance, Experimental Programs, Extension Education, Foreign Countries, *Higher Education, Information Sources, National Surveys, Personnel Management, *Researchers, *Research Projects
Identifiers—Canada, Inventory of Research

The 1981 edition of this annual inventory contains descriptions of about 350 research, innovative, and experimental projects concerned with post-secondary education in Canada that are in progress or have been completed during 1980. They represent work of researchers in universities, community colleges, educational organizations, and government departments and agencies. The projects, described in the languages in which they were reported (French or English) are in six categories: general; administration, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. The report format includes title; brief description; estimated date of completion; name and address of researchers; source of further details if other than the primary researchers; and titles and availability of any publications resulting from the project. University addresses are appended, and researchers are indexed. (MSE)

ED 202 438 HE 013 973
Report of the Public Cryptography Study Group.

American Council on Education, Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-CDP-8006675

Pub Date—7 Feb 81

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Advisory Committees, Censorship, Civil Liberties, *Confidentiality, Constitutional Law, Federal Government, Foreign Countries, *Government Role, Higher Education, *Information Dissemination, Information Networks, Information Utilization, International Relations, Legal Problems, Position Papers, *Publications, Research Reports, *Research Utilization, Technological Advancement, Telecommunications

Identifiers—*Cryptography, *National Security Agency

Concerns of the National Security Agency (NSA) that information contained in some articles about cryptography in learned and professional journals and in monographs might be inimical to the national security are addressed. The Public Cryptography Study Group, with one dissenting opinion, recommends that a voluntary system of prior review of cryptology manuscripts be instituted on an experimental basis. Cryptography is the body of knowledge that deals with methods of information protection. NSA is concerned that research and dissemination in this field could lead to the publication of cryptographic principles or applications similar to

those used by the United States Government. NSA claims that this work may enable foreign powers to engage more successfully in cryptanalytic attacks upon the secure telecommunications of our government and that papers dealing with weaknesses in cryptosystems may be used by other governments and prompt them to adopt more sophisticated and less vulnerable systems. Although the study group views any system of prior review involving governmental agencies as a possible disincentive to academics and others to undertake research, guidelines are suggested for a proposed voluntary system. The dissenting study group opinion to the voluntary system is also presented. In "The Case Against Restraints on Non-Governmental Research in Cryptography," George I. Davida argues that the national security interests of the country are broader than the narrow mission of the NSA, which is data-gathering; that restraints would adversely affect that quality and direction of basic research in computer science, engineering, and mathematics; that restraints would be unconstitutional and would lead to legal entanglements and international complications, and that restraints would be ineffective in achieving the NSA's objectives. (SW)

ED 202 439 HE 013 978
Kintzer, Frederick C.

Articulation/Transfer Agreements: Alternative Approaches. OECC News, Spring 1981.

American Council on Education, Washington, D.C. Pub Date—81

Note—5p.; Light type may not reproduce clearly. Available from—American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), Associate Degrees, College Transfer Students, Comparative Analysis, *Course Content, Educational Policy, Guidelines, Higher Education, Intercollegiate Cooperation, Master Plans, State Agencies, State Boards of Education, State Colleges, *Statewide Planning, *Transfer Policy, Two Year Colleges, Upper Division Colleges

Identifiers—Illinois, Maryland, North Carolina, Rhode Island, South Carolina

Approaches to articulation/transfer in several states and some individual colleges and universities are examined. Guidelines and/or policies from state commissions, agencies, or systems of higher education in Rhode Island, Maryland, Illinois, North Carolina, and South Carolina are described. In Rhode Island, a transfer guide presents broad policy for the state's postsecondary institutions and specifies transfer policies and implementation procedures as individually developed by the three state institutions. Six sections of the guide are noted, and it is concluded that the document achieves a reasonable balance between state prerogative and institutional responsibility. A 1980 Maryland policy document recommends, but does not require, completion of the associate degree before application for transfer. The Illinois Community College Board attempts to resolve differences to strengthen the relationships between the university and community colleges. Among the initiatives in Illinois is improvement of business education articulation/transfer. The 1979 statewide articulation guidelines in North Carolina include material on transcripts, revised guidelines on general education and nontraditional education, and paraprofessional and professional education course equivalencies. The South Carolina Master Plan does not assure transfer by completion of an associate degree because, for one reason, only six of the state's 16 technical colleges are authorized to offer college-parallel programs. The plan protects the integrity of lower-division institutions. Course equivalency guides that have appeared as supplements to or in lieu of state articulation/transfer policy are noted, along with agreements negotiated by individual colleges and universities. (SW)

ED 202 440 HE 013 980
Supreme Court of the United States, No. 80-317.

University of Texas et al., Petitioner, v. Walter Camenisch. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circuit. Supreme Court of the U. S., Washington, D.C.

Pub Date—Apr 81

Note—13p.; Includes a syllabus and a concurring opinion of Chief Justice Burger.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Compliance (Legal), *Court Litigation, *Deaf Interpreting, Deafness, Federal Legislation, Graduate Students, Higher Education, *Legal Responsibility

Identifiers—*Supreme Court, *University of Texas et al v Walter Camenisch

The Supreme Court case of University of Texas et al versus Walter Camenisch, which involved the complaint of a deaf graduate student that the University had violated Section 504 of the Rehabilitation Act of 1973 for refusing to pay for a sign language interpreter, is presented. The basis of the complaint was that the university received federal funds and therefore was legally liable for refusal to comply with the federal legislation. Finding a possibility that Camenisch would be irreparably harmed in the absence of an injunction, and finding a substantial likelihood that Camenisch would prevail on the merits, the District Court granted a preliminary injunction requiring that the University pay for Camenisch's interpreter, but Camenisch had to post a security bond pending the outcome of the litigation. The Supreme Court held that the question of whether a preliminary injunction should have been issued is moot because the terms of the injunction have been fully and irrevocably carried out, but as the Court of Appeals indicated, the question of whether the University must pay for the interpreter remains for trial on the merits. A syllabus of the case and the concurring opinion of Chief Justice Burger are included. (SW)

ED 202 441 HE 013 981
Ahmed Shami, Mohammad Ansar And Others

Relationship of Students' Course Loads with Their Grade Point Average Scores.

King Abdulaziz Univ., Makkah (Saudi Arabia).

Pub Date—Jan 80

Note—15p.; Prepared through the Office of Institutional Research.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *College Credits, *Credit Courses, Departments, Foreign Countries, *Grade Point Average, Higher Education, *Undergraduate Students
Identifiers—*College of Shari'ah (Saudi Arabia), *Course Load

The relationship between course loads and grade point average (GPA) was studied in 1978-79 for undergraduate students at the College of Shari'ah of King Abdulaziz University, Saudi Arabia. Three groups of students were compared, based on the number of credit hours earned: 11 or less credit hours, 12 to 17 credit hours, and 18 or more credit hours. Findings are presented separately for six departments. The differences between means of the three groups for each department were found to be statistically significant. As the credit loads of the students increased, their mean GPAs also increased. The results may indicate that the subjects did not exceed the optimum course load, or that students who have high GPAs tend to take more courses. It is suggested that further research is needed to determine whether high achievers tend to take more courses and low achievers tend to take fewer courses. (SW)

ED 202 442 HE 013 982
Bean, John P.

Student Attrition, Intentions, and Confidence: Interaction Effects in a Path Model. Part II, The Ten Variable Model.

Pub Date—Apr 81

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see HE 013 983-984.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, College Environment, *College Freshmen, Decision Making, *Dropout Attitudes, Dropout Characteristics, *Dropout Research, Higher Education, *Models, Path Analysis, Prediction, *Predictor Variables, School Holding Power, *Student Attrition, Student Motivation

A causal model to explain student attrition was tested at a major midwestern land-grant university with a sample of 1,513 full-time, unmarried freshmen who were 21 years old or younger. The causal model was reduced from 23 to 10 variables: an intent variable, three attitudinal variables, and two

each of organizational, personal, and environmental variables. Background variables were excluded. The sample was divided into four groups based on the student's sex and level of self-confidence, and multiple regression and path analysis were used to analyze the data. Overall ranking of the independent variables in explaining dropouts, based on effects coefficients, in descending order of importance, was as follows: intent to leave, grades, opportunity to transfer, practical value, certainty of choice, loyalty, family approval, courses, student goals, and major and job certainty. The correlation coefficients ranged from .42 to .50. For each of the four path analyses (high/low confidence women and high/low confidence men), intent to leave had the largest direct influence on dropping out. Also, for each group, the three attitudinal variables (loyalty, certainty, and practical value) had significant negative relationships with intent (with the exception of loyalty for low confidence men). However, the attitudinal variables were not well explained themselves due to relatively high intercorrelations. Recommendations based on the findings are as follows: develop the motivation and learning skills of students so that their grades can rise; demonstrate to students how any major they choose can be of practical value (important for future employment); create a desirable image of the school and identify reasons to be loyal to it; offer courses the students think that they want to take; and develop the student's educational goals. (SW)

ED 202 443

HE 013 983

Bean, John P.

Student Attrition, Intentions, and Confidence: Interaction Effects in a Path Model. Part I, The 23 Variable Model.

Pub Date—Apr 81

Note—48p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see HE 013 982-984.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, College Environment, *College Freshmen, Decision Making, *Dropout Attitudes, Dropout Characteristics, *Dropout Research, Grades (Scholastic), Higher Education, *Models, Path Analysis, Prediction, *Predictor Variables, School Holding Power, *Student Attrition, Student College Relationship, Student Motivation

A model of student attrition was synthesized from psychological, sociological, and educational sources, and contains six sets of variables: background, organizational, personal, environmental, attitudinal, and intent to leave. The model was tested with 1,909 full-time and unmarried university freshmen at a major midwestern university. The sample was divided into four groups based on the student's sex and level of self-confidence, and multiple regression and path analyses were used to analyze the data from the study instrument. Background variables included father's education, mother's education, performance in high school, high school and home town size, and distance to home. Organizational variables included university grades, informal contact with faculty, centralization, memberships in campus organizations, finding the academic program competitive, courses, and absenteeism. Personal variables were goal commitment, major and occupational certainty, and confidence. Environmental variables included opportunity to transfer, likelihood of marrying, ease of financing one's education, and family approval of the institution. Attitudinal variables were loyalty, certainty of choice, satisfaction, and practical value. It was found that intent to leave and university grades were the best predictors of attrition; high confidence compensates for absenteeism and low grades in reducing dropping out. The correlation coefficients ranged from .43 to .53. For each of the four path analyses (high/low confidence women and high/low confidence men), intent to leave showed a consistently high positive relationship with dropping out, while university grades were negatively related to dropping out. Recommendations are presented, and the way that this model differs from those of Spady (1970) and Tinto (1975) is considered. (SW)

ED 202 444

HE 013 984

Bean, John P.

The Synthesis of a Theoretical Model of Student Attrition.

Pub Date—Apr 81

Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see HE 013 982-983.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, College Environment, *College Students, Decision Making, *Dropout Attitudes, Dropout Characteristics, Higher Education, *Models, Occupational Mobility, *Predictor Variables, Status, *Student Attrition, Student Motivation, Student Participation, Student Teacher Relationship, Suicide

Models that have appeared in the student attrition literature in the past decade and behavioral models from the social sciences that may help explain the dropout process are examined, and an attempt is made to synthesize a causal model of student attrition. The models of Tinto, Spady, and Rootman in the area of student attrition, and models of student participation (Boshier), status attainment (Sewell and Hauser), turnover in work organizations (Price), suicide (Durkheim), and the relation between intentions and behavior (Fishbein and Ajzen) are addressed. Bean's industrial model of student attrition and Pascarella's model concerning student/faculty informal contacts are also included. The synthetic model identifies four classes of variables: background variables, organizational variables, environmental variables, and attitudinal and outcome variables, all of which have direct or indirect effects on intent to leave, which is the immediate precursor of dropping out. Variables can be added to or deleted from the model to match the particular needs of an institution. Twenty-three variables that may be important predictors of dropping out are identified. The relative causal importance of these variables to dropping out can be assessed using stepwise multiple regression analysis in a path analytic framework. In addition, effects coefficients can indicate the total contributions of one variable on dropping out in terms of both indirect and direct effects. Charts that depict the various models and a bibliography are included. (SW)

ED 202 445

HE 013 985

Lehner, J. Christopher

Did You Know? About Black Advanced Degree Recipients. Black Higher Education Fact Sheet, No. 5, March 1981.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW), Washington, D.C.

Pub Date—Mar 81

Note—19p; For related document, see HE 013 734. Not available in paper copy due to small print.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Colleges, *Black Students, *College Graduates, Comparative Analysis, *Doctoral Degrees, Foreign Students, *Graduate Study, Higher Education, Majors (Students), *Masters Degrees, Minority Groups, National Surveys, Professional Education

Data are presented on advanced degrees awarded to blacks as compared to all recipients. For the master's and doctoral levels, data are provided on the total number and percent change by field of study for 1975 to 1979. The total number of master's awards increased slightly from 1976 to 1977 but fell by 5 percent in 1979. For all master's recipients increases of 17 to 25 percent occurred in the fields of agriculture, business and management, computer science, health professions, and public affairs. For blacks, the increases in agriculture and computer science were much smaller, 2.6 and 8.3 percent, respectively, but those in business and management, health professions, and public affairs were higher. For academic year 1978-79, historically black colleges (HBCs) accounted for almost 20 percent of all black master's recipients, despite the fact that HBCs made up only 30 of the approximately 1,000 master's-granting institutions. In contrast to master's degrees, there appeared to be slight progress for blacks and strong headway for all minorities in the number of doctorates awarded in 1979. Nationally, there was a drop of 3.3 percent between 1976 and

1979, black Ph.D.'s increased by 4.5 percent, and other minorities increased by 26.3 percent. There was a substantial upswing in the total numbers of Ph.D.'s awarded in architecture, fine arts, health professions, public affairs, theology, and interdisciplinary studies. There were serious losses in computer science, engineering, mathematics, and physical sciences doctorates. The total number of first-professional degrees increased both from 1976 to 1977 and from 1977 to 1979, a total rise of 10.4 percent. The number awarded to blacks dropped by 5.8 percent from 1976 to 1977 and then climbed by 11.8 percent in 1979, or half the national figure. HBC's accounted for 21.2 percent of all black first-professional degrees. (SW)

ED 202 446

HE 013 987

Eddy, Margot Sanders

Faculty Response to Retrenchment. AAHE-ERIC/Higher Education Research Currents, June 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 81

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$7.5)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, Career Counseling, Change Strategies, *College Faculty, Consultants, Employment Opportunities, Higher Education, *Multiple Employment, Part Time Faculty, Professional Development, *Retraining, *Retrenchment, *Sabbatical Leaves, Teacher Employment, Teacher Salaries, Tenure

The innovative actions that faculty, and institutions on behalf of faculty, have taken to adjust to retrenchment and the changing academic profession are considered. It is suggested that faculty have three kinds of employment options to present conditions such as the scarcity of tenure-track positions and the failure of salaries to keep pace with rising prices. The options are remaining on campus, engaging in supplemental work on and off the campus, or leaving academe. Programs to retrain faculty in low and declining enrollment areas to teach in related disciplines or subdisciplines with growing or high enrollment are increasingly common. Some faculty are shifting to college administration, research, or support services. Overload teaching and consultation are sources of faculty supplemental income and may result in retraining and additional job contacts. Sabbatical leaves may be another option for faculty that permits employment for professional development or retraining or simply allows the individual time for career reassessment. One institutional response is a program at Hagerstown Junior College that enables faculty in occupational programs to take leaves to work in industry. Faculty who feel that leaving the academic community is their best option have several choices, including retiring early, changing careers without retraining, and retraining with campus support. Some institutions now offer campus counseling or career exploration specifically to aid faculty who are changing careers. The University City Science Center in Philadelphia is an example of support to academicians who wish to start businesses. Low-cost administrative support is provided for a variety of industries that are housed at the center. A resource (within the American Association for Higher Education) for additional information on programs to individual faculty and institutions is described and a bibliography is included. (SW)

ED 202 447

HE 014 033

Stampen, Jacob

The Financing of Public Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—198p.

Available from—Publications Department, Ameri-

can Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Accountability, Educational Economics, Educational Philosophy, Educational Policy, Educational Quality, Equal Education, Federal Aid, *Higher Education, Need Analysis (Student Financial Aid), *Public Education, *Public Policy, State Aid, State Colleges, Student Costs, *Student Financial Aid, Theories, *Tuition

In the United States, society and individuals share the expenses of collegiate education, making it possible to provide higher education for a much larger percentage of youth than in many countries. At the same time, maintenance of low tuitions through public subsidies has provided reasonable assurance of accessibility and equality of public education, institutional autonomy, and support for institutional programs. The effectiveness and equity of socially subsidized low tuitions have been challenged by economists in recent decades. Among arguments: since students benefit directly from education, they should be required to pay a larger portion of the costs, despite foregone earnings and existing expenses, and further, tax laws cause the poor to subsidize the rich. More recently these arguments have been challenged on both economic and philosophical grounds; recent evidence suggests low tuition supplemented by student aid serves accessibility and maintains academic quality better than high tuition and large amounts of student aid. The challenges have not justified or resulted in great modifications to the public low-tuition system, but the basic funding pattern adopted by the federal government will be critical to societal quality and essentially irreversible. Three questions stand out for further study: (1) How effective is need-based student aid in increasing participation of low-income students? (2) How can student aid programs be refined so need analysis and aid distribution can be simplified and student, institutional, and government accountability be clarified? and (3) Is it feasible to maintain high access levels with low tuition and stable or declining student aid? (Author/MSE)

ED 202 448 HE 014 034

Altbach, Philip G.

University Reform: An International Perspective.

AAHE-ERIC/Higher Education Research Report No. 10, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—61p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Agents, *Change Strategies, College Faculty, *College Role, *Comparative Education, *Educational Change, Educational Demand, Educational History, Foreign Countries, Government School Relationship, *Higher Education, *Long Range Planning, Public Policy, Social Change, Student Role, Teacher Role

Identifiers—France, Great Britain, India, Japan, Sweden, United States, West Germany

Universities around the world have changed dramatically in the period since World War II. Although the basic concerns of higher education (teaching, research, and service) have remained unchanged, the reality of expanded numbers and increased responsibility in a number of areas has placed immense pressure on universities. Seven goals essential to higher education reform issues are new university structures, interdisciplinarity, accountability, administrative efficiency, relevance, democratization and participation, and increased responsiveness to society. Post-war reform forces: the demands of government for a new academic program or pressure by the public for increased access to higher education. In many cases they involve spending outside funds. Internally, the faculty is

crucial to any reform's success. Tradition impinges on the reform process, often inhibiting rapid change. Students can also stimulate change, and even help develop and implement reform proposals. Examples in a variety of countries and systems (Sweden, West Germany, France, Japan, India, Great Britain) illustrate the complexity of the reform process. The German and British models hold some useful lessons for achieving controlled expansion in the United States. Reform often has unanticipated results or can engender serious opposition, and illustrate how not to achieve true reform. (MSE)

IR

ED 202 449

Marshall, Patricia

Instructional Computing in Minority Institutions: A Needs/Strategy Assessment. Executive Summary of Final Report.

Xavier Univ. of Louisiana, New Orleans.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Dec 80

Note—31p.; For related document, see IR 009 198.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, *Computer Science Education, Costs, Educationally Disadvantaged, Evaluation, Higher Education, *Minority Groups, *Needs Assessment, *Objectives, Surveys, Tables (Data)

This survey of 239 colleges and universities identified as minority institutions was designed to determine both the current status and the desired status of instructional computing in each school. Needs of the minority institutions were assessed by means of a questionnaire survey, in-depth campus interviews, and an analysis of data from FICHE (Fourth Inventory on Computers in Higher Education). Objectives emerging from these data served as a basis for strategies to meet the needs as perceived from an external viewpoint. The first of two volumes, this report describes the procedures used and provides a summary of the survey findings. Discussions of both the current status and the desired status of instructional computing in the responding institutions are followed by a summary of priorities and alternative strategies identified by the study. This volume also includes the first two of seven separate reports which comprise the remainder of the report: Computer Education Goals at Minority Institutions of Higher Education by Arthur Luehrmann, and Strategies for Improvement of Educational Computing at Minority Institutions by Judith B. Edwards. (BK)

ED 202 450

Marshall, Patricia And Others

Instructional Computing in Minority Institutions: A Needs/Strategy Assessment. Final Technical Report of Evaluation.

Xavier Univ. of Louisiana, New Orleans.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Dec 80

Grant—NSF-SPI-7821515

Note—1,085p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF08/PC44 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, *Computer Science Education, Conferences, Degrees (Academic), Educational Objectives, Formative Evaluation, Higher Education, Interviews, *Minority Groups, *Needs Assessment, Questionnaires, Resource Allocation, Surveys, Tables (Data)

Designated as Appendices C-G, the five reports in this collection complete the final report of a survey of 239 minority colleges and universities which was conducted to determine both the current status and the desired status of instructional computing at these schools. The executive summary (see related document) includes Appendices A and B—Computer Education Goals at Minority Institutions of Higher Education by Arthur Luehrmann, and Strategies for Improvement of Educational Computing at Minority Institutions by Judith B. Edwards. The five reports in this volume are (1) Access to Computing Resources at Minority Colleges and

Universities, by Donald L. Alderman; (2) Academic Computing in Minority Colleges and Universities, by Richard M. Jaeger; (3) The Impact of Conferences on Educational Computing for Minority Colleges and Universities, by Thomas J. McAlpine and Donald L. Alderman; (4) Interviews on Academic Computing Conducted at Selected Minority Campuses, by Hugh Poyner and Thomas W. Mason; and (5) Objectives for Educational Computing at Minority Institutions, by Hugh Poyner. Each report provides an analysis of the data relevant to one facet of the study and a discussion of the results. Some questionnaires are included. (BK)

ED 202 451

Lyman, Elisabeth R.

PLATO Highlights. Sixth Revision.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Pub Date—Mar 80

Note—69p.; For a related document, see ED 161 435.

Available from—Computer-Based Education Research Laboratory, University of Illinois, Urbana, IL 61801 (\$2.60).

Pub Type—Historical Materials (060) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Educational History, Financial Support, Program Development, Use Studies

Identifiers—*PLATO

Important events and information about the PLATO system featured in this document include a short history of the development of the PLATO system, a list of the PLATO project's financial supporters, a chronological rundown of highlights in PLATO's history, and an extensive bibliography of resources about PLATO published between 1961 and 1979. A map of PLATO system sites is also included, as well as graphs showing PLATO usage. (LLS)

ED 202 452

Nilles, Jack M.

A Technology Assessment of Personal Computers.

Vol. I: Summary

University of Southern California, Los Angeles. Office of Interdisciplinary Program Development. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—80

Grant—PRA-78-05647

Note—79p.; For related documents, see IR 009 298-300.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Education, Employment, International Relations, *Microcomputers, *Public Policy, Technological Advancement

Identifiers—*Delphi Technique, International Trade, *Technology Assessment

This volume summarizes the results of a 2-year technology assessment of personal computers. The purpose of this study was to explore possible future modes of growth of the personal computer and related industries, to assess the impacts and consequences of that growth, and to present some of the policy issues and options which may arise as a consequence of the development of personal computer technology. However, due to limitations of time, funds, and manpower, detailed analyses were restricted to three main issue areas: (1) the growth of personal computer technology, (2) the expected impacts of the technology, and (3) the public policy implications in areas of education, employment, and international trade. Much of the information generated in this report was based upon the results of Delphi surveys. Tables of data are included. (Author/LLS)

ED 202 453

Nilles, Jack M.

A Technology Assessment of Personal Computers.

Vol. II: Personal Computer Technology, Users, and Uses.

University of Southern California, Los Angeles. Office of Interdisciplinary Program Development. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—OIP/PCTA-80-3/2

Pub Date—Sep 80

Grant—PRA-78-05647

Note—121p.; For related documents, see IR 009 298-300.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Education, Employment, *Microcomputers, Prediction, *Public Policy, Surveys, Technological Advancement, *Technology Transfer

Identifiers—*Delphi Technique, International Trade, *Technology Assessment

This volume reports on the initial phase of a technology assessment of personal computers. First, technological developments that will influence the rate of diffusion of personal computer technology among the general populace are examined. Then the probable market for personal computers is estimated and analyzed on a functional basis, segregating it into four submarkets: the home, education, small business, and large organizations. Next, some possible evolutionary forms of the personal computer are briefly described along with an alternative mode of development of personal computing. In conducting this phase of the assessment, the researchers utilized a survey of existing personal computer users and market growth models for large ticket consumer durable goods to predict the probable growth and maturation patterns of the personal computer market. Tables of data are included as well as an extensive bibliography. (Author/LLS)

ED 202 454

IR 009 300

Nilles, Jack M. And Others

A Technology Assessment of Personal Computers. Vol. III: Personal Computer Impacts and Policy Issues.

University of Southern California, Los Angeles. Office of Interdisciplinary Program Development. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—OIP/PCIA-80-3/3

Pub Date—Sep 80

Grant—PRA-78-05647

Note—342p.; For related documents, see IR 009 298-300. Some small print marginally legible.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Education, Employment, *Microcomputers, Prediction, *Public Policy, Questionnaires

Identifiers—*Delphi Technique, International Trade, *Technology Assessment

A technology assessment of personal computers was conducted to study both the socially desirable and undesirable impacts of this new technology in three main areas: education, employment, and international trade. Information gleaned from this study was then used to generate suggestions for public policy options which could influence these impacts. Four primary methods were used to develop the information for the policy analysis stages of the assessment: (1) search and analysis of the relevant literature, (2) development of a series of scenarios of alternative futures, (3) performance of two Delphi surveys and a cross impact analysis based on these scenarios, and (4) interviews and/or surveys of the potentially affected stakeholders and decision makers. Tables of data are included as well as a list of references. Appendices include Delphi questionnaires with summaries of findings and an employment questionnaire used in the study. (LLS)

ED 202 455

IR 009 301

Steinberg, Esther R.

Using PLATO To Teach Problem Solving.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—CERL-R-E-18

Pub Date—Aug 80

Contract—NICHHD-HD-0591

Note—65p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Decision Making, *Educational Strategies, Feedback, *Instructional Innovation, Primary Education, *Problem Solving, Teacher Effectiveness

Identifiers—*PLATO IV

This report describes the results of three studies which investigated the use of PLATO to teach problem solving. Subjects were 244 children from kindergarten through third grade. The first study explored the extent to which kindergartners and second graders used the knowledge about which answers were right and which were wrong to develop the correct strategy to solve a novel picture prob-

lem. The next study looked at the procedures used by kindergartners and second graders while they were in the process of trying to get the answer. The third study considered three conditions of teaching first and third graders the necessary problem solving skills: experience only, feedback consisting of a visual record of the student's work on the first five problems, and interactive instructional feedback on how to solve each problem that the child had done wrong. Abstracts, methods, results, and discussions are given for each of the studies. Results of this research led to a post hoc study which is described. Seven figures show sample displays and nine references are also given. (CHC)

ED 202 456

IR 009 312

Brodeur, Doris. Heinich, Robert

Report of the Third Annual Survey of the Circulation of Nonprint Educational Media in Public Schools, 1979-1980.

Indiana Univ., Bloomington. Audio-Visual Center. Pub Date—80

Note—54p.; For related document, see ED 190 061.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiovisual Aids, Disabilities, *Educational Media, Elementary Secondary Education, Instructional Materials, *Learning Disabilities, *Library Circulation, Library Services, *Media Selection, Media Specialists, Nonprint Media, *Public Schools, School Surveys

The third of a series on the circulation of nonprint educational media by media centers at district, county, and regional levels, this report is primarily concerned with the distribution of nonprint materials for handicapped learners, and the selection and evaluation methods used by media directors in building collections of materials that are available to teachers and learners. The study focuses on procedures for the identification and selection of nonprint educational media for circulation to public schools, and examines the extent to which nonprint materials for handicapped learners are included in the system of distribution. A profile of 16mm films, videotapes, and filmstrip set collections is provided. Funding sources, user requests, accessibility to materials, and profiles of the professional orientations of media directors surveyed are also given. (Author/MER)

ED 202 457

IR 009 313

Katz, Ruth M. Ed.

Colorado Governor's Conference on Library and Information Services, April 20-22, 1979. Final Report.

Colorado State Library, Denver.

Pub Date—Apr 79

Note—64p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Information Needs, *Information Services, Library Administration, *Library Networks, Library Planning, *Library Services, *State Aid, Statewide Planning

Identifiers—White House Conference Library Info Services

This summary report of the Governor's Conference in Colorado which preceded the White House Conference on Library and Information Services provides brief descriptions of such pre-conference activities as regional meetings, "speak-outs" on local issues, and the preparation of position papers by professional library groups, as well as an overview of the state convention. Opening addresses are summarized; six topics that were considered by discussion groups are identified; conference exhibits are listed; and procedures for delegate selection and the submission, processing, and reporting of resolutions are outlined. Conference delegates adopted 24 resolutions for submission to the national conference; eight were concerned with access; three each related to cooperative activities, educational programs, and federal government responsibilities; two recommended specific state library services; and five were miscellaneous. These resolutions are presented together with a statement of the relevant issue and policy recommendations. The results of a participant evaluation of the conference are reported; and appendices include Governor Richard D. Lamm's Proclamation, a guide for discussion leaders and reporters at regional conferences, criteria for selection of delegates, a delegate nomination form, and a list of planning committee members. (RAA)

ED 202 458

IR 009 314

Whitmore, Marilyn P.

Instructing the Academic Library User: Historical Background and Utilization of Audiovisual Presentations.

Pub Date—79

Note—20p.

Pub Type—Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, *Audiovisual Instruction, Higher Education, History, *Library Instruction, Literature Reviews, Programed Instruction, Slides, Tape Recordings

A brief sketch of the trends in bibliographic instruction from the 30's through the 70's introduces this review of the literature on applications of instructional media in programs for academic library users. Formats discussed include television, programmed instruction, multimedia presentations, and slide/tape presentations. The slide/tape program is seen to be the most popular approach, and it is discussed in more detail, including advantages, disadvantages, production time, length of presentations, evaluation, and duplication of efforts. A list of 70 references is provided. (RAA)

ED 202 459

IR 009 315

Library Skills Course for EOP Students.

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Pub Date—80

Note—56p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, *College Bound Students, *Compensatory Education, *Educationally Disadvantaged, Higher Education, *Library Instruction, Library Skills, Questionnaires

Identifiers—*Educational Opportunities Programs

A 5-week library skills course was offered at Plattsburgh State University College for incoming Educational Opportunity Program (EOP) students during the summer prior to their first semester at this 4-year college of arts and sciences. Designed and taught by library faculty, the course was based on classroom presentations of information, with emphasis on the fundamental concepts and skills considered necessary for successful library use; worksheets were used to reinforce the class instruction. An evaluative questionnaire administered to the students on completion of the course indicated that students judged the course to be, on the whole, a successful experience for them. Copies of the course outline, the worksheets, and the questionnaire are included. (RAA)

ED 202 460

IR 009 326

Council on Library Resources, Inc. Twenty-fourth Annual Report, 1980.

Council on Library Resources, Inc., Washington, D.C.

Pub Date—80

Note—64p.; For a related document, see ED 188 574. Several pages may not reproduce clearly due to colored background.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, *Activities, Annual Reports, Expenditures, Grants, Income, Library Associations, Library Education, *Library Services, *Programs, Publications

This report describes the activities, programs, and financial status of the Council of Library Resources (CLR) in fiscal 1980. CLR-supported activities in areas of bibliographic services, library operations and services, library resource preservation, library education, and international programs are highlighted. The report lists publications resulting from CLR-supported programs and fellowships, CLR-supported projects active in fiscal 1980, the names of Council members and officers, and the schedule of appropriations for Council-administered projects. Financial statements detail revenues, expenditures, and fund balances. An introductory essay discusses the Council's role in assisting academic libraries. (FM)

ED 202 461

IR 009 333

Chambers, Jack A. Bork, Alfred

Computer Assisted Learning in U.S. Secondary/Elementary Schools.

Association for Computing Machinery, New York, N.Y.

Pub Date—Jul 80

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, Elementary Secondary Education, Microcomputers, National Surveys, Prediction, Problems, Sampling, Simulation, Tables (Data), Use Studies

A sample of 974 school districts was surveyed by mail to determine the current and projected use of computers in United States public secondary/elementary schools, with special reference to computer assisted learning. Returned questionnaires provided a 62.3 percent response rate, and were balanced both geographically and by urban/rural distribution. Analyses indicated that 90 percent of the districts were currently using the computer, with projections to 94 percent by 1985. Instructional usage was reported by 74 percent, with projections to 87 percent by 1985. A total of 54 percent of the districts reported use of the computer for computer assisted learning, with projections to 74 percent by 1985. Major usage is in secondary schools for drill and practice in mathematics, natural sciences, business, and language arts. Projections for 1980-85, however, indicate greater use in the social sciences at the secondary levels, as well as growth at the elementary school levels in all subject areas, and shifts to tutorials and simulations with microcomputers as the delivery systems. Major impediments to usage were identified as financial, lack of knowledge about computer assisted learning and computers in general, faculty attitudes, and the need for more and better computer assisted learning modules. (Author/BK)

ED 202 462

IR 009 334

Lockhart, Kathleen A. And Others

Computer-Managed Instruction in the Navy: IV. The Effects of Test Item Format on Learning and Knowledge Retention.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-81-8

Pub Date—Mar 81

Note—33p.; For related documents, see IR 008 994 and IR 009 260.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Managed Instruction, Constructed Response, Engineering Education, Learning, Multiple Choice Tests, Outcomes of Education, Retention (Psychology), Scoring, Student Attitudes, Tables (Data), Test Format, Test Items, Time Factors (Learning)

The relative effectiveness of multiple-choice (MC) and constructed-response (CR) test formats in computer-managed instruction (CMI) were compared using four test groups of 30 trainees each who were assigned nonsystematically from the basics course at the Propulsion Engineering School, Great Lakes Naval Training Center. Group A took module tests in the standard CR format with answer cues and then converted their answers to MC answer sheets for CMI scoring. Group B took CR tests with answer cues, but the research staff converted the answers. Group C took CR tests without answer cues, and the staff converted the answers, while Group D took tests in the MC format. Before and after the tests, skills and knowledge were measured to compare factors such as learning, retention, time to complete the course, and attitudes. There were no differences in learning among the groups, but Group C, with the CR questions without cues, had the best retention, but took longer to complete the course and rated their tests as being more difficult than did students in the other groups. The attitude questionnaire and the results of ANOVAs comparing the groups on measures of learning are appended, and five references are provided. (Author/BK)

ED 202 463

IR 009 335

McMeen, George R.

Effects of Context, Retrieval Cues and Sequencing on Learning and Retention of Fact from Film.

Pub Date—Mar 81

Note—14p.; Faculty Research Grant 312, Moorhead State University, Moorhead, MN 56560.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advance Organizers, Cognitive Processes, Context Clues, Higher Education, Instructional Films, Learning Processes, Retention (Psychology), Tables (Data)

Two studies of meaningful learning in the utilization of educational film examined the effects of context, retrieval clues, and sequencing, using 39 students at a state university as subjects. Superordinate context statements in the form of verbal messages were inserted as advance organizers in experimental treatment versions of a film on pressure fields and fluid acceleration. Using a 2x2 factorial design for context-retrieval and sequencing variables, Experiment I measured one-day retention and Experiment II measured two-day retention. Findings indicated no significant main effects or interaction effects between the variables; however, it is suggested that the high degree of film content difficulty and unfamiliarity may have weakened possible positive effects of the advance organizers. Ten references are included. (Author/BK)

ED 202 464

IR 009 336

Dirr, Peter J. Katz, Joan H.

Higher Education Utilization Study. Phase I: Final Report.

Corporation for Public Broadcasting, Washington, D.C.

Report No.—ISBN-0-89776-058-1

Pub Date—Mar 81

Note—48p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Closed Circuit Television, Commercial Television, Educational Television, Futures (of Society), Higher Education, Public Television, Questionnaires, Surveys, Tables (Data), Telecourses, Use Studies

This final report describes a survey by mail questionnaires of 2,993 colleges and universities to determine the uses each institution makes of television in their academic programs. The overall response rate was 94 percent, and the major findings indicated that approximately 71 percent of the institutions surveyed make some use of television, and 61 percent use television for instruction. Of those using it for instruction, 25 percent offer courses over television, and 36 percent use television to supplement existing courses. Findings reported in detail cover variations (1) among types of users, (2) among types of institutions, (3) between sole or primary TV outlets, (4) between consortium members and non-members, and (5) among past and future users. Included in the appendices are the survey instrument and responses to survey questions which cover the types and proportions of television use, the distributional outlets, courses offered over television, consortium membership, past and future uses of instructional television, and conditions related to the use of television for instruction. (Author/BK)

ED 202 465

IR 009 337

Safran, Franciska

Historical Photographs: A County-Wide Organization.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Pub Date—79

Note—50p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Archives, Cataloging, Copyrights, History, Librarians, Library Collections, Library Networks, Library Role, Library Technical Processes, Photographs, Preservation, User Satisfaction (Information)

This basic outline for the organization of photograph collections is designed for use by individual agencies as well as by people interested in a cooperative collection organization that can encompass a regional network. The working manual provides organizational techniques for the evaluation of historical, monetary, and other values of the collection; the cataloging and subject classification of individual photographs, photographs in series or in "browsing"

groups, and portraits; the physical organization and storage of original or archival prints, negatives, and the records generated for them; and the preservation of archival copies, provision of a user file, and copy print reproduction. The impact of copyright laws on the copying of photographs is briefly discussed. A pilot project tested the validity of these guidelines at the Fenton Historical Society in Jamestown, New York. (Author/MER)

ED 202 466

IR 009 338

Chung, Myoung And Others

Report on the Development of Six Point-Of-Use Audio-Visual Library Instructional Programs.

Rutgers, The State Univ., New Brunswick, N.J. Univ. Libraries.

Pub Date—80

Note—30p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, Audiovisual Instruction, Autoinstructional Aids, Higher Education, Library Instruction, Library Materials, Library Skills, Program Evaluation, Questionnaires, Reference Materials, Use Studies

Identifiers—Printed Materials

Six point-of-use audiovisual programs were developed by librarians as part of a library instruction program in Alexander Library at Rutgers University to illustrate the basic skills needed in using the library's print collections in the social sciences and humanities. Topics for the 16mm filmstrip cartridges were (1) Tour of Alexander Library; (2) Using the Periodical Indexes; (3) Using Psychological Abstracts; (4) How to Use the Card Catalog; (5) Government Publications in Alexander Library; and (6) Using Social Sciences Citation Index. The development process is described, including the production of software—selection of topics, scripts, photography, taping, and laboratory conversion of 35mm slides/tapes to filmstrip cartridges; selection and modification of equipment; and user evaluation of the programs. Users over the summer of 1980 indicated that, while they were pleased with the programs, an unexpectedly high number of them would prefer printed instructions, and they would be interested in programs on non-book materials, including microforms. User evaluation data are reported, and a copy of the questionnaire is appended. (MER)

ED 202 467

IR 009 339

Magarinos, Jose R. Coleman, Daniel J.

Wide Angle, Color, Holographic Infiltration Optics

Display. Final Report.

Farrand Optical Co., Valhalla, N.Y.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-80-53

Pub Date—Mar 81

Contract—F33615-77-C-0030

Note—100p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Color, Diagrams, Flight Training, Holography, Lasers, Military Training, Optics, Simulation, Three Dimensional Aids

The project described demonstrated not only the feasibility of producing a holographic compound spherical beamsplitter mirror with full color response, but the performance and color capabilities of such a beamsplitter when incorporated into a Pancake Window Display system as a replacement for the classical glass spherical beamsplitter. This substitution is designed to reduce both weight and cost in the Pancake Window, which is the basic optical element in the visual systems of two advanced trainers—the Advanced Simulator for Pilot Training (ASPT) and the Simulator for Air-to-Air Combat (SAAC). Background information is followed by descriptions of the various phases of the project: (1) development of holographic mirror resolution and spectral response control; (2) development of red response holograms with the argon ion laser, a red laser, and the krypton laser; (3) coupling of the holographic mirrors; (4) production of the blue, green, and red holograms; (5) assembly of the tricolor holographic mirror and holographic color Pancake Window; and (6) performance of the tricolor window. Conclusions and recommendations conclude the report. A description of the holographic facilities is appended, and five references are listed. (BK)

ED 202 468 IR 009 341

Lutz, Kathryn A.

A Bibliography of Research on Imagery and Holistic Learning Strategies. Working Paper No. 6. Iowa Univ., Iowa City.

Pub Date—Jul 80

Note—16p.; Prepared through the Visual Scholars Program.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advance Organizers, Behavioral Objectives, Flow Charts, *Imagery, Metaphors, *Pictorial Stimuli, *Teaching Methods, *Verbal Stimuli, *Visual Learning

Identifiers—Chunking, *Holistic Approach, Outlining

This selective bibliography includes review articles and supportive and nonsupportive studies on two categories of instructional strategies that facilitate meaningful learning—imagery eliciting strategies and holistic strategies. Imagery strategies are those which involve picture or visual processing, e.g., text relevant illustrations, learner generated drawing, concreteness, picture construction, and mental imagery. Holistic strategies correspond to synthetic rather than analytic thinking and include the use of advance organizers, analogies and metaphors, chunking and grouping, outlines, schematic representations, flowcharts, objectives, summarizing and paraphrasing, test-like events, and typographical cues. Review articles and bibliographies are listed in each area as well as more recent studies. (LLS)

ED 202 469 IR 009 343

Hamovich, Marc Van Matre, Nick

Computer-Managed Instruction in the Navy: III. Automated Performance Testing in the Radioman "A" School.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-81-7

Pub Date—Mar 81

Note—25p.; For related documents, see IR 009 260, IR 009 334, and ED 196 411.

Pub Type—Reports - Evaluative (142) — Reports Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, *Computer Managed Instruction, Data Processing, *Performance Tests, Postsecondary Education, Radio, Scoring, *Technical Education

The third in a series on Navy Computer Managed Instruction (CMI), this report describes how the automated scoring of teletypewriting tests affects training in a system for automated performance testing (APT) which was implemented in the teletypewriter (TTY) portion of the Radioman "A" School in San Diego. The system includes a computer-generated Error Distribution Report (EDR) which provides detailed feedback on student typing errors. The objectives of this study were to determine whether test-related activities take less time under APT than under manual testing conditions, and to determine whether training time can be reduced by different applications of EDR use. Two experiments were conducted to investigate the time required to perform test-related activities under manual scoring as compared to those performed under automated testing conditions. Results indicated that testing under the APT procedures was faster than manual testing and grading, and that a majority of students favored the CMI system in general, and the APT program in particular. Fourteen references are listed. (MER)

ED 202 470 IR 009 344

Goculowski, John C. And Others

Digital Avionics Information System (DAIS): Impact of DAIS Concept on Life Cycle Cost. Final Report.

Dynamics Research Corp., Wilmington, Mass. Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-81-4(I)

Pub Date—Mar 81

Contract—F33615-75-C-5218

Note—80p.; For a related document, see IR 009 173.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aviation Technology, *Computer Oriented Programs, *Cost Effectiveness, *Information Systems, Input Output Devices, *Life Cycle Costing, Military Organizations, Military

Personnel, *Personnel Needs

Designed to identify and quantify the potential impacts of the Digital Avionics Information System (DAIS) on weapon system personnel requirements and life cycle cost (LCC), this study postulated a typical close-air-support (CAS) mission avionics suite to serve as a basis for comparing present day and DAIS configuration specifications. The purpose at this stage of the study was to define, as much as possible, the effects of a DAIS architecture on such a suite, and to identify the differences between the standard and the DAIS versions of the suite in terms of support requirements and LCC. The results of the comparison of the DAIS and non-DAIS show that the expected higher procurement cost for a DAIS system is offset by savings in recurring costs, especially those associated with manpower. (Author/MER)

ED 202 471 IR 009 345

Shaffer, Dale E.

Educator's Sourcebook of Posters—Mostly Free—for Teachers and Librarians. 3rd Edition.

Pub Date—81

Note—38p. Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, OH 44460 (\$3.95).

Pub Type—Reference Materials - Directories - Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bulletin Boards, Catalogs, *Charts, Classroom Design, *Display Aids, Elementary Secondary Education, *Illustrations, *Instructional Materials, *Maps, School Libraries

Identifiers—*Free Materials

Sources of free and inexpensive display materials for library and classroom bulletin boards are listed alphabetically under 169 subject areas. Subject areas include various geographic areas, occupations, diseases, health, biology, food, social studies, the arts, industries and technology. Over 1,000 items are listed from 185 sources, and include such visual aids as posters, charts, maps, study prints, and pictures. Each listing gives a description of the material available including its size, the name and address of the source, and information on price if the item is not free. (Author/BK)

ED 202 472 IR 009 346

Hofstetter, Fred T.

Fourth Summative Report of the Delaware PLATO Project.

Delaware Univ., Newark.

Pub Date—1 Jul 79

Note—135p.; Figures may not reproduce. For related documents, see ED 168 577 and IR 009 347.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Educational Research, Elementary Secondary Education, *Higher Education, Microcomputers, Questionnaires, Student Attitudes, *Summative Evaluation, Tables (Data)

Identifiers—*PLATO

A brief history of the Delaware PLATO project and descriptions of new developments in facilities, applications, user services, research, evaluation, and courseware produced since the Third Summative Report (1978) are provided, as well as an overview of PLATO applications at the University of Delaware. Sample lessons, illustrations, and activity summaries are presented for the 27 departments currently using PLATO and seven pre-college applications sponsored by the project; new sites of development in psychology, nursing, and physical education are indicated; and applications recently begun in biology, sociology, health education, and microprocessor implementations are described. The use of a standard questionnaire to gather student opinions about PLATO is described, and a copy of the questionnaire is included. Program growth is discussed in terms of the number of on-campus terminals, the capacity of the central computer, and the addition of new staff members. Brief abstracts summarize faculty research in the areas of perception, student achievement, and programming strategies, and a catalog of programs currently under development is appended. (BK)

ED 202 473 IR 009 347

Hofstetter, Fred T.

Fifth Summative Report of the Delaware PLATO Project.

Delaware Univ., Newark.

Pub Date—1 Jul 80

Note—159p.; Figures may not reproduce. For related documents, see ED 168 577 and IR 009 346.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Educational Research, *Higher Education, Research and Development Centers, Student Attitudes, *Summative Evaluation, Tables (Data)

Identifiers—*PLATO

A brief history of the Delaware PLATO project and descriptions of the new developments in facilities, applications, user services, research, evaluation, and courseware produced since the Fourth Summative Report (1979) are provided, as well as an overview of PLATO applications at the University of Delaware. Sample lessons, illustrations, and activity summaries are presented for the 29 departments using PLATO, and new sites of development in political science and in the University of Delaware English Language Institute are described, as well as the continuing development of programs in biology and anthropology. The expansion of the PLATO project is indicated in terms of PLATO usage by departments; the number of terminals, both on campus and for outside users; the growth and reorganization of the staff; and the development of "utility" programs, including instruction in using PLATO and a format for constructing a questionnaire. Brief abstracts summarize faculty research in the areas of student achievement, perceptual research, and alternative learning strategies, and a catalog of programs currently under development in the project is appended. (BK)

ED 202 474 IR 009 348

Lutz, Kathryn A.

Imagery-Eliciting Strategies and Meaningful Learning. Working Paper No. 1.

Iowa Univ., Iowa City.

Pub Date—Feb 80

Note—57p.; For a related document, see IR 009 341. Prepared through the Visual Scholars Program.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Imagery, Individual Differences, *Pictorial Stimuli, Research Needs, *Teaching Methods, *Verbal Stimuli

This paper reviews evidence that meaningful learning is facilitated by several imagery eliciting strategies including pictorial stimuli, concrete verbal stimuli, and imagery instructions. The review focuses on the conditions under which imagery eliciting strategies facilitate memory for prose or expository texts rather than for more simple paradigms such as word and paired associate learning. Studies which investigated the interaction of imagery eliciting strategies with individual differences are included in the review, as well as suggestions for improvement of research in the area. An extensive bibliography is provided. (Author/LLS)

ED 202 475 IR 009 349

Impact of Modern Communication Technology. II.

Indonesia. New Communication Order 2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—81

Note—87p.; For a related document, see ED 194 077.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiences, Communications, *Developing Nations, Educational Development, Family Health, Information Dissemination, Language Usage, Popular Culture, *Radio, *Sociocultural Patterns, Surveys, Tables (Data), *Technological Advancement, *Television Viewing

Identifiers—*Indonesia

The development of national communications systems, particularly radio and television, and the impact of this technology on the largely traditional society of Indonesia was the focus of this two-year repeated survey sponsored by UNESCO. The sociocultural effects of radio and television communications on Indonesian national integrity, language use,

development of educational programs, dissemination of information on new agricultural technologies, family health and welfare, construction and public works, patterns of consumption, and social values are described, as well as how the economic, cultural, and social structures of the entire society have been affected. While television has generally strengthened the traditional communication networks of interpersonal and village administrative chains, different economic and sociocultural backgrounds have strongly influenced various groups' acceptance and use of information provided by the medium. The distribution and ownership of television receivers has proven to be a prime factor in conditioning the effectiveness of modern communication systems, and local opinion leaders tend to make intensive and regular use of television if it is available. (Author/BK)

ED 202 476 IR 009 350

Piestrup, Ann McCormick
Preschool Children Use Apple II To Test Reading Skills Programs.

Advanced Learning Technology, Portola Valley, Calif.

Pub Date—28 Jan 81

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Concept Formation, *Concept Teaching, Feasibility Studies, Learning, *Microcomputers, *Preschool Children, Preschool Education, Reading Readiness, Student Attitudes

Identifiers—*Apple II

Fifty-five preschool children, ages three and four, used an Apple II microcomputer to learn reading readiness concepts of "above," "below," "left," and "right." Available during indoor play periods for three weeks at a nursery school on the Stanford University campus, the microcomputer was accepted enthusiastically by children, teachers, and parents as an activity center, and criterion tests on the four reading skill concepts showed that children improved after the 3-week period with the microcomputer. Color graphics, music, and voice response to keyboard inputs by the children were elements used in the program, and children evidenced considerable enjoyment using the computer. While the Apple was monitored at all times by a research assistant, the children soon learned how to operate it properly and how to take care of both the microcomputer and the diskettes used to run the program. (Author/BK)

ED 202 477 IR 009 354

Kitchens, James A.

The Olney Experiment: A Venture in Coordination and Merger of School and Public Libraries.

North Texas State Univ., Denton.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date—81

Grant—G007900363

Note—87p.; For related documents, see IR 009 355, ED 191 500, and ED 184 586.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Development, *Community Information Services, *Community Programs, *Library Cooperation, Library Facilities, Library Services, *Mergers, *Public Libraries, School Community Relationship, *School Libraries, Tables (Data)

Both a description of the development of the community library in Olney, Texas, and an evaluation of its services are provided in this report on the merger of the town's three school libraries and one public library. The four libraries, which were all small, inadequate, underbudgeted, and understaffed, were run as a single unit from 1974 until 1979, with a single administration, a single fiscal policy, and a single librarian serving as coordinator. The collections of the four libraries have been merged in the new building which was dedicated in mid-1979, completing the consolidation process. Included in the report are a history of the project from the very beginning in 1971, a discussion of the negative and positive aspects of combined libraries based on a review of the literature, and an analysis of library usage in Olney from 1970 to 1979 which indicates the numerical and fiscal changes occurring after the merger, as well as the extent to which the citizens of this small town use their library. Appendices provide statistical data, interview schedules, detailed

findings from the interviews, and a map of the Olney school campus. The bibliography lists 74 references. (RAA)

ED 202 478 IR 009 355

Kitchens, James A.

Evaluation and Assessment of the Olney Community Library. Final Report.

North Texas State Univ., Denton.

Spons Agency—Office of Libraries and Learning Resources (ED), Washington, D.C.

Bureau No.—475AH90015A

Pub Date—Aug 80

Grant—G007900363

Note—14p.; For related documents, see IR 009 354, ED 191 500, and ED 184 586.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Development, *Community Information Services, *Community Programs, *Library Cooperation, Library Facilities, Library Services, *Mergers, *Public Libraries, School Community Relationship, *School Libraries, Summative Evaluation

From 1974 to 1979, the town of Olney, Texas, operated a single library which combined the functions, but not the collections, of their elementary, junior, and senior high schools, and public libraries. In June of 1979, they dedicated a new building which merged the collections of these libraries. Data for this evaluation and assessment of the functions of the combined library from its inception to the dedication of the new building were collected through 60 personal interviews with library personnel, teachers, students, and community members. Questions focused on problems, successes, day to day operation, budget, funding patterns, and attitudes toward the library. The findings of this study indicate that the combined public/school library in Olney is successful, and it is suggested that other communities of similar size might profitably follow the model developed in Olney. (Author/RAA)

ED 202 479 IR 009 357

Jennerich, Edward J.

A Primer on Effective Library Utilization for Department Chairpersons.

Pub Date—78

Note—17p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Curriculum Development, Department Heads, Guidelines, *Library Collections, *Library Role, *Library Services, *User Satisfaction (Information)

Intended to aid fellow department chairpersons in developing adequate library resources and to suggest ways of motivating departments in their use, this paper proffers suggestions based on the author's experience as a librarian and academic department chairman. It is suggested that (1) guidelines established by the library profession and accrediting agencies can be useful in establishing standards for the acquisition of materials for curriculum collections; (2) available selection aids include book reviews, publishers' advertisements, author reputations, and the professional judgment of the chairperson augmented by opinions of the library staff or faculty committee; (3) central library collections appear to offer more advantages for faculty than department libraries; (4) the chairperson should encourage and develop faculty and student usage of library resources; and (5) graduate trained librarians can assist the chairperson by acting as information brokers between the collections and the department through library instruction and workshops, or through course related or subject specific library instruction directly connected with the department curriculum. The chairperson is encouraged to initiate such activities as a means of enhancing the quality of departmental instruction. (RAA)

ED 202 480 IR 009 358

Petty, Johnese G.

A Selective United Nations Guide.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date—79

Note—27p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agencies, Annotated Bibliographies, Biographies, Directories, Guides, History, *International Organizations, Periodicals, *Publications, Statistics, Yearbooks

Identifiers—*United Nations

This annotated, selective bibliography is a guide to the history of the United Nations, its publications, and four of the 14 specialized agencies and their publications. It is organized under the following headings: biographies, guides, official records, indexes and abstracts, laws, yearbooks, bibliographies, directories, statistics, periodicals, and publications of the Food and Agriculture Organization (FAO); the International Bank for Reconstruction and Development (IBRD); the United Nations Educational, Scientific, and Cultural Organization (UNESCO); and the World Health Organization (WHO). (Author/FM)

ED 202 481 IR 009 359

Hess, Mary Lou

Teaching Subject Analysis to High School Students as a Means of Improving Their Research Skills.

Pub Date—78

Note—20p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Classification, *High School Students, Librarians, *Library Instruction, *Library Skills, Subject Index Terms

Identifiers—*Subject Analysis

Intended for librarians and teachers, this guide describes a library instruction program for teaching subject analysis to middle and high school students. The program is comprised of three units: subject analysis, classification scheme construction, and subject headings. Background material for the librarian, exercises for students, and answers to the questions asked are part of each section. (FM)

ED 202 482 IR 009 361

Slouka, O. Slouka, Z. J.

World Education in American Schools: A Handbook for School Librarians and Teachers.

International Studies Association, Syracuse, N.Y. Spons Agency—Department of Education, Washington, D.C. Div. of International Education.

Pub Date—Dec 80

Note—70p.

Available from—International Education Services Co., 3452 Lord Byron Drive, Bethlehem, PA 18017.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Elementary Secondary Education, Futures (of Society), Information Sources, *International Education, Learning Resources Centers, Librarians, Library Materials, Library Role, Media Specialists, *School Libraries

Intended to aid school librarians and media specialists who serve elementary and secondary school students, this guide explains the role of the school library in fostering student awareness of the universalism of human life and the understanding of international phenomena. Chapters focus on the nature of global education, its international dimensions, librarians' roles in the educational process, library-centered approaches, library-produced teaching materials, and library involvement in international education. Selected readings in international education and relevant instructional materials are listed, and an annotated address list of organizations and agencies which supply relevant materials is provided. (FM)

ED 202 483 IR 009 362

Education for the Research Library Professional.

Minutes of the Ninety-Seventh Meeting, October 15-16, 1980 in Arlington, Virginia.

Association of Research Libraries, Washington, D.C.

Pub Date—Oct 80

Note—108p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (\$5.00/issue for members; \$7.50/issue for non-members).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, *Librarians, Library Associations, *Library Education, Library Personnel, Professional Education, Professional Training, *Research Libraries

These proceedings of the Association of Research Libraries (ARL) meeting on the education of research library personnel contain the following papers: The Conant Report and Its Implications for Academic and Research Libraries, by Ralph W. Conant; Library Education—State-of-the-Art, by Robert O. Stuart; Professional Education and Training—A New CLR Program, by Warren J. Haas; and Library Education—The Director's Point of View, by Margot B. McBurney. Discussion and comments from the floor follow the papers. Details of the business meeting are provided, and appendices include various ARL committee reports and membership data. (FM)

ED 202 484

IR 009 363

Hickey, Thomas B.

Research Report on Field, Subfield, and Indicator

Statistics in OCLC Bibliographic Records.

Ohio Coll. Library Center, Columbus.

Report No.—OCLC/OPR/RR-81/1

Pub Date—23 Mar 81

Note—137p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Data Analysis, *Databases, Online Systems, Statistics, *Union Catalogs

Identifiers—*OCLC

The statistics that are presented are based on a one percent systematic sample of the OCLC online union catalog as of January 1980. Detailed data were collected on the use of fields, subfields, indicators in bibliographic records, and on the co-occurrence of fields within bibliographic records. The sample used for the study was obtained by extracting all records with an OCLC control number ending in 44. For each category of this report, the statistics are grouped by format: monographs, serials, audiovisuals, sound recordings, music scores, maps, manuscripts, and cumulative bibliographic files. These statistics should be useful for estimating file growth, selecting subsets of records for local catalogs, and for designing bibliographic record data bases. (Author/RAA)

ED 202 485

IR 009 364

Mick, Colin K. And Others

Evaluation of the California Minority Information Services Network. Final Report.

California State Library, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—2 Feb 81

Note—87p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Information Services, Disabilities, *Information Networks, *Information Services, Library Services, *Minority Groups, *Public Libraries, Reference Services, *Referral, Statewide Planning, Tables (Data)

Identifiers—Minority Information Services Network CA

This evaluation of a program started in 1979 to provide information and referral services (I&R) through public libraries to minority groups offers recommendations to improve these services to underserved segments of the California population. Introductory materials provide a summary analysis and a history of the Minority Information Services Network, as well as a detailed discussion of the nature and extent of information and referral services. An inventory of existing I&R services in the state presents summaries of federal, state, and local programs based on library I&R programs. Analyses of three library-based programs in Auburn, Fresno, and Los Angeles County provide insights into meeting local objectives and their appropriateness to the overall state program. These evaluations are extended into network implications for future directions of the I&R program statewide. The report concludes with 19 findings and 13 specific recommendations for service and network improvement. Fourteen references are listed. (RAA)

ED 202 486

IR 009 365

Kaske, Neal K. Aluri, Rao

Analysis of Reference Statistics Reported in 1977

Library General Information Survey.

Pub Date—Jun 80

Note—31p.; Paper presented to the Library Research Round Table Annual Conference of the American Library Association (New York, NY, June 29, 1980).

Pub Type—Research - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, *Information Needs, Information Seeking, *Library Services, Reference Materials, *Reference Services, Statistical Analysis

Identifiers—*Directional Transactions, *Reference Transactions

Analysis of data collected from 3,000 academic libraries by the 1977 Library General Information Surveys reveals that library operating budgets, institutional enrollment, and library circulation are the best predictors of reference and directional transactions. Fifty-five percent of the transactions at reference service points are directional, while the remainder are reference transactions; university libraries report significantly higher numbers of transactions than either 4-year or 2-year colleges; and publicly controlled colleges report greater numbers than private institutions. Similarly, reference and directional transactions vary with total operating budget, collection and staff size, and enrollment. The picture is complicated, however, by intervariable relationships; e.g., university libraries tend to have larger operating budgets, staff, and collections. Under these conditions, regression analysis is a better procedure to predict the number of reference and directional transactions. (Author/RAA)

ED 202 487

IR 009 366

Comprehensive Long-Range Program for Library

Services in Wisconsin, 1980-1985.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date—80

Note—66p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Library Automation, Library Cooperation, Library Facilities, Library Networks, *Library Planning, *Library Services, *Long Range Planning, Microcomputers, *Objectives, *Statewide Planning, Tables (Data)

Identifiers—*Library Services And Construction Act, *Wisconsin

Devoted to long range planning for library services, this issue of the Wisconsin Library Bulletin reviews population profiles, economic indicators, social and governmental concerns, trends in education, and current surveys and needs assessments to formulate planning for Wisconsin Library Services over the next five years. Goals and objectives are developed for multitype library cooperatives, networks, and resource sharing; library services for general users, including the concerns for children, young adults, and college students; and library services for such specialized users as the disadvantaged, the institutionalized, and scholars. Special emphasis is given to the use of computer and communications technology and to the physical development of public libraries, systems, and facilities. Appendices deal separately with the scope, procedures, criteria, and priorities of the Library Services and Construction Act. (RAA)

ED 202 488

IR 009 367

The Development of Libraries and Networks: Prospective Roles and Responsibilities for Libraries in New Jersey, Nineteenth Report.

New Jersey State, County and Municipal Government Study Commission, Trenton.

Pub Date—Jun 80

Note—108p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Financial Support, Hearings, Library Cooperation, *Library Networks, *Library Services, Problems, Public Libraries, Shared Services, *State Aid, Statewide Planning

Identifiers—*New Jersey

This report of an investigation of the legal, fiscal, and structural issues confronting New Jersey's public libraries contains 30 recommendations that address the various problems and needs revealed by the study. Chapters discuss the challenges facing

libraries in New Jersey, the funding of local libraries, the delivery of local library services, investing in library services, networking among libraries, and achieving equal access to quality library services. An appendix presents highlights of a public hearing before the commission held in January 1980. (FM)

ED 202 489

IR 009 368

Epstein, Hank Epstein, Susan Baerg

The Effective Use of Automation in Wisconsin Libraries, 1981-1985.

Information Transform Industries, Costa Mesa, Calif.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.—WSDPI-Bull-1204

Pub Date—Oct 80

Note—136p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cataloging, Databases, *Library Automation, Library Circulation, *Library Planning, Library Services, *Library Technical Processes, *Online Systems, *Statewide Planning

Intended to provide recommendations which will permit Wisconsin libraries to make more effective use of current automated systems, select the most appropriate new systems, and provide a basis for statewide library automation planning, this report describes the current and future use of automation technology in that state's libraries. Its four major sections discuss the following: (1) highlights of the report and the report audience; (2) the existing automation environment in Wisconsin, online catalogs, and a statewide database; (3) current major commercial and not-for-profit automated services and planned extensions to these services, including circulation systems, cataloging systems, acquisition systems, serials systems, and search services; and (4) a 5-year plan defining the specific actions, projects, committees, and task teams needed to carry out the report recommendations. (FM)

ED 202 490

IR 009 371

Herring, Richard D.

Visual Strategies in Problem Solving: An Aspect of Visual Literacy. Working Paper No. 3.

Iowa Univ., Iowa City.

Pub Date—Jun 80

Note—22p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Memory, *Problem Solving, *Research Needs, *Research Problems, *Visual Literacy

The concept of visual literacy as a performance criterion is briefly considered and difficulties inherent in such a concept are discussed. Previous work in the area of visual literacy is selectively and critically reviewed, noting recurrent problems in research methodology. A rationale is then presented for conducting research which would be relevant to a field investigating the role of visual strategies in problem solving tasks. A 49-item bibliography is appended. (Author/LLS)

ED 202 491

IR 009 373

Sive, Mary Robinson

Educational Film Index.

INFORMEDIA, Pearl River, N.Y.

Pub Date—79

Note—42p.; Prepared for the Educational Film Library Association.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstracts, *Filmographies, Indexes, *Instructional Films

Identifiers—*Educational Film Library Association, *Preserved Context Indexing System

This index of approximately 300 short educational films released in 1978 follows the rules of the Preserved Context Index System (PRECIS). The system is structured so that each entry supplies a mini-abstract of the item being indexed, the age level of the intended audience, and the title of the film. This index is said to be one of the first applications of the PRECIS system in the United States. (CHC)

JC

ED 202 492 JC 810 060

Behn, Ruth. Hamer, Lois V.

Tall Tales about Older Americans [and] Never Too Old to Earn: A Guide for Community College Placement Officers.

Los Angeles Valley Coll., Van Nuys, Calif.
Spons. Agency—American Association of Community and Junior Colleges, Washington, D.C.

Pub Date—80

Note—33p.

Available from—Los Angeles Valley College, Senior Adult Program, 5800 Fulton Ave., Van Nuys, CA 91401 (\$0.50 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Counseling, College Role, Community Colleges, *Counseling Services, Counseling Techniques, *Counselor Role, Educational Counseling, Employment Qualifications, Group Counseling, *Job Placement, *Older Adults, *Stereotypes, Two Year Colleges, *Two Year College Students, Volunteers

Designed as informational aids for community college practitioners, these two booklets examine the counseling and job placement needs of older adult students. The first booklet addresses itself to community college counselors. After profiling the composition of the older adult population in terms of "young-old" persons (those of 55 to 75 years old) and "old-old" persons (those 75 years or older), this booklet examines 14 false stereotypes concerning the intelligence, educational interests, personal goals, and physiology of older adults. The remainder of the booklet discusses the role of the counselor in providing academic and personal counseling to older adults; planning teaching and testing methods appropriate to their needs; managing group counseling sessions; and increasing general awareness of the educational and training needs of today's older adult. The second booklet, which is addressed to college placement officers, first notes the stereotypes that have kept older adults from successfully competing in the job market and then examines: (1) benefits to employers of hiring older workers; (2) the social and financial benefits derived by older adults from employment; (3) the unique ability of the community college to meet the training needs of older adults; (4) ways in which a college employment center can serve older adults; (5) volunteer work options for older adults; and (6) other employment resources. (JP)

ED 202 493 JC 810 200

Cohen, Arthur M. Brawer, Florence B.

Functional Literacy for Community College Students.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—[81]

Note—40p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Access to Education, College Faculty, *College Role, *Community Colleges, *Compensatory Education, Educational Counseling, Educational Trends, General Education, *High Risk Students, Program Effectiveness, Remedial Programs, Teacher Attitudes, Two Year Colleges

After providing evidence of the decline of student academic ability and identifying some of the factors influencing this decline, this paper examines the role of community colleges in providing compensatory education for the growing population of students who are underprepared for college-level work. This examination begins by tracing the development of the community college and discussing the growth and magnitude of its involvement in remedial education. The next sections of the paper cite research studies and describe programs that provide answers to questions related to the integration of remedial programs into the college curriculum, particularly into transfer programs; the relationship between compensatory education and retention and articulation; and the role of counselors and guidance personnel in efforts to combat illiteracy and attrition. After discussing the effects of increased involvement in compensatory education on the faculty, academic standards, and integrity of an institution, the paper considers charges that segregated remedial programs are racist and class-biased and questions the public's willingness to pay the high

costs of remedial programs. Finally, the paper makes several suggestions regarding the community college's course in providing developmental education, including a recommendation that remedial courses be integrated into the regular curriculum. (AYC)

ED 202 494 JC 810 207

Luna, Pete R.

Community Colleges and Partnerships: Moving beyond Dialogue for the 1980's.

Pub Date—26 Mar 81

Note—19p.; Paper presented at the Annual Community College Research Conference (Asilomar, CA, March 26, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Articulation (Education), College Bound Students, College Freshmen, *College School Cooperation, College Transfer Students, Community Colleges, *Educationally Disadvantaged, High School Students, *Intercollegiate Cooperation, Minority Groups, Postsecondary Education, Secondary Education, Two Year College Students, Universities

Drawing from a variety of reports and studies, this paper underscores the need for cooperative efforts among high schools, community colleges, and universities to assure the academic success of the growing number of underprepared, non-traditional students. The paper first cites the findings of a Carnegie Commission report calling for changes in higher education to meet the remedial needs of low-income, minority students. It then outlines the special problems shared by students participating in a cooperative program undertaken by the University of California at Los Angeles (UCLA) and four neighboring community colleges to help underprepared community college transfer students succeed at the university level. As a means of illustrating the disproportionate number of two-year college students who transfer to universities with skill deficiencies, as well as to emphasize the desirability of including secondary schools in cooperative remedial efforts, the paper then cites the findings of a test conducted to: (1) diagnose the skill levels of freshmen and community college transfer students entering UCLA during 1973-1974, and (2) assess the skills of freshmen entering Rio Hondo College from a California high school district in 1979-80. Finally, the paper presents a model for a cooperative effort among high schools, community colleges, and universities, which would minimize the duplication of remedial activities. (JP)

ED 202 495 JC 810 216

Landis, Jeanne T.

Community College Vocational Education 1980's: Crucial Variables and Faculty Growth.

Pub Date—25 Mar 81

Note—21p.; Paper prepared for the Annual Community College Research Conference (Monterey, CA, March 25-27, 1981).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Access to Education, College Faculty, *Educational Counseling, Educational History, Educational Trends, *Faculty Development, *Individualized Instruction, Models, Social Stratification, Socioeconomic Influences, Student Educational Objectives, Two Year Colleges, Two Year College Students, *Vocational Education

After examining societal factors that shape the role of vocational education, this paper presents instructional delivery and faculty development models designed to meet the vocational education needs of contemporary society. The report first identifies, as part of a model for educational viability, three forces affecting vocational programming: society's demands for a trained workforce, the individual's demands for fulfilling employment and upward mobility, and the subject matter taught in response to the demands of both. The interaction of these forces is then examined in an historical review of the development of vocationalism in American higher education. A discussion follows of forces currently affecting vocational education, including increasing fiscal conservatism and the diversity of students and their needs and demands. The paper then presents four models for increasing educational effectiveness: (1) a student achievement model, which depicts student success as a function of his/her ability

to define and work toward personal goals; (2) a model for individualized instruction, which gears the instructional and adjunct operations of a college toward meeting the learning objectives of students; (3) a counseling model designed to increase retention by helping the student to set and achieve realistic goals; and (4) a faculty growth model, which provides incentives and support. Diagrams illustrate the models. (JP)

ED 202 496 JC 810 221

Final Report on Minnesota Area Vocational-Technical Institutes. A Policy Paper.

Minnesota Higher Education Coordinating Board, St. Paul.

Pub Date—7 Jan 81

Note—62p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Administration, College Role, Demography, Educational Finance, *Educational Objectives, Enrollment Trends, *Governance, Long Range Planning, State Boards of Education, State Colleges, *Statewide Planning, *Technical Institutes, Two Year Colleges

Identifiers—*Minnesota

This six-chapter report presents the outcomes of a study conducted to consider future changes in the governance of Minnesota's Area Vocational-Technical Institutes (AVTI). Chapters I and II delineate the objectives of the study and outline nine proposed goals for postsecondary education in Minnesota. Chapter III then summarizes planning assumptions concerning anticipated trends in demography, educational demand, funding availability, and interinstitutional competition. Next, Chapter IV profiles the AVTI's in terms of enrollment trends and projections, mission within the state's system of higher education, curricular emphases, governance structure, service population, and state funding structures. Chapter V also examines planning implications, stressing the need to stabilize enrollment and fiscal bases, eliminate the dual accountability of the AVTI's to both local school boards and the State Board of Education, and increase statewide coordination. Chapter VI outlines alternatives for the future governance and role of the AVTI's and classifies these alternatives according to their anticipated contribution to the overall goals outlined in Chapter II. Finally, Chapter VII discusses the characteristics and probable positive and negative outcomes of two of the eleven alternatives; i.e., the creation of a separate governing board for the AVTI's and the merger of the AVTI's with other postsecondary institutions under a single board. (JP)

ED 202 497 JC 810 230

Cross, K. Patricia

On Old Practices and New Purposes in Education.

Pub Date—9 Apr 81

Note—25p.; Paper presented at the Conference on Remedial and Developmental Mathematics in College: Issues and Innovations (New York, NY, April 9-11, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Access to Education, Community Colleges, Computer Assisted Instruction, Educational Finance, Educational Objectives, Educational Quality, Educational Trends, Individualized Instruction, *Open Enrollment, Semester System, Student Evaluation, Two Year Colleges

Identifiers—Miami Dade Community College FL

The dilemma of maintaining academic standards as well as open access policies is discussed in this paper with respect to the causes of and possible solutions to the problem. Trends leading to the standards/open access dilemma are first considered, including the dominant belief in the 1950's that education served to select and groom the most academically talented students; the efforts undertaken in the 1960's and 1970's to change this elitism by stressing open access to education; and the concurrent deterioration of academic standards. The paper then looks at current disillusionment with open access policies and examines the failure of colleges to change common educational practices that cannot adequately deal with the wide variety of skill levels possessed by today's student body. As an example, the paper details the inability of fixed semester and letter grading systems to accommodate the varying learning rates of students and to motivate them toward success. The remainder of the paper

discusses the efforts of Miami-Dade Community College to provide an instructional program incorporating both standards and open access policies. These efforts include the placement of students at a level that offers them realistic chances for success; the use of computers to monitor student progress and to provide feedback; the enforcement of academic warnings and suspensions; and the development of a state funding formula based on clock rather than credit hours. (JP)

ED 202 498 JC 810 235

Groff, Warren H.
Shaping Society through Outcomes: Measuring Output of the College.
Pub Date—21 Apr 81

Note—25p; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (61st, Washington, DC, April 20-22, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Administration, *College Planning, *Institutional Evaluation, *Organizational Objectives, *Outcomes of Education, Self Evaluation (Groups), *Social Change, Two Year Colleges

Identifiers—North Central Technical College OH, *Planning Implementing Evaluation Cycles

A planning, management, and evaluation (PME) system is described as it is used by North Central Technical College to identify institutional objectives and assess the degree to which the objectives are being met. After introductory material discussing the need to determine the impact of postsecondary education on the well-being of society as a whole, the report outlines the three steps in the planning phase of the PME system: (1) determining planning assumptions concerning the probable future characteristics of the community, the student body, and the institution; (2) determining institutional and departmental goals, i.e., desired results over three to ten years; and (3) defining measurable outcomes of short-term (one-year) efforts. This section of the report identifies the various categories of assumptions, goals, and objectives and discusses their interrelationship. Next, the report examines the three-year PME cycle, which calls for initial planning during the first year, implementation of the plan during the second year, and evaluation during the third year to determine the extent to which objectives have been met. The report concludes with a discussion of contemporary demands for accountability, which require that the impact of higher education on the society, as well as the individual, be measured. Forms used to measure the achievement of stated objectives are appended. (JP)

ED 202 499 JC 810 256

Doversberger, Betty

The Implications of Tax Limitation Legislation: A Simulation of Effects on Illinois Community Colleges.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency—Illinois State Univ., Normal.

Pub Date—Oct 80

Note—20p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Community Colleges, Economic Change, *Educational Finance, Equalization Aid, *Finance Reform, Property Taxes, *Resource Allocation, School District Autonomy, Simulation, State Aid, *State Legislation, State Surveys, Tax Rates, Two Year Colleges

Identifiers—*Illinois, *Tax Limitations

The study described in this report was conducted to assess the probable impact of selected tax limitation measures on the revenues available to the Illinois community college districts and on revenue equity among these districts. First the report examines the major philosophical goals of community college finance (i.e., to achieve equal access to education, maintain local college control, and provide equitable distribution of resources); the concern for these goals reflected in the Illinois Community College Funding System; the implications of tax limitation measures passed in other states; and the prospects for tax limitation in Illinois. The remainder of the report describes the study itself, which assessed the probable impact of five possible tax limitations on Illinois' community colleges: (1) limiting property tax increases to 75% of the increase

in the previous year's consumer price index; (2) limiting increases in property tax collections to 2% per year; (3) reducing equalized assessed valuations from 33.3% of 25% of the market value; (4) limiting state expenditures to 8% of Illinois' aggregate personal income; and (5) limiting increases in state tax increases to 5.5% per year. In this section, the report describes the study's design and procedures, which involved a survey of college districts and a computer simulation; identifies data sources; and details findings in terms of the probable impact of these measures on state and local revenues for 1981 and on revenue equity. (JP)

ED 202 500 JC 810 258

McHugh, Elizabeth And Others

The Block Scheduling Project at Community College of Allegheny County.

Allegheny County Community Coll., Pittsburgh, Pa.

Pub Date—[79]

Note—35p; For a related document, see ED 168 614.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, Course Content, *Developmental Studies Programs, Followup Studies, History, *Integrated Curriculum, Program Evaluation, Psychology, Remedial Mathematics, Remedial Reading, Student Attrition, Two Year Colleges, Two Year College Students, Writing Skills

Identifiers—*Block Scheduling

These four reports resulted from a series of studies undertaken by the Community College of Allegheny County to evaluate its Block Scheduling Project, which schedules students into a block of developmental courses centered around a core, transferable course in either psychology or history. The first report briefly describes the project, considers student placement procedures, outlines the seven steps in the learning process emphasized in each course, and reviews the format and content of the psychology, reading, composition, and math courses. This report also details the methodology and findings of a project evaluation which measured changes in students' attitudes, anxieties, learning behaviors, and reading and vocabulary levels after participation in the psychology-based program and which also compared the quality point averages (QPA) and re-enrollment rates for blocked and non-blocked students. The second report compares, through Fall 1979, the QPA's and retention rates of these blocked and nonblocked students. Finally, the last two reports detail the evaluation of the blocked program offered in Fall 1978 that centered around a history, rather than a psychology, core course. These reports compare retention rates; English, reading, and math grades; and QPA's for those students who took advantage of the Fall 1978 blocked program and those who did not. (JP)

ED 202 501 JC 810 260

Stapelman, Mary Lee Cooper, John D.

Burnout/Stress. Tele PD Series, Spring 1980.

Lansing Community Coll., Mich.

Pub Date—80

Note—30p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Change, *Change Strategies, Coping, Course Descriptions, *Emotional Problems, *Professional Development, *Psychological Patterns, *Self Evaluation (Individuals), *Seminars, Videotape Recordings

Identifiers—*Burnout (Employee), *Stress Management

This packet of materials provides information for those who have obtained Lansing Community College's videotape series on stress and professional burnout and who plan to use these tapes in a professional development seminar. General information for seminar leaders is presented first, including a list of the contents of the packet, an outline of seminar objectives, and suggestions for conducting the seminar. Narratives on the content of each of the videotaped programs are then presented. The first program defines burnout as a self-imposed victimization; reviews the physical, emotional, and behavioral reactions to stress; discusses the tendency to blame others for stress; and urges the learners to keep a journal recording their stress-related feelings and behaviors. The second program expands on the phenomenon of blaming others; provides instruction for developing a personal profile of burnout

symptoms; and discusses the individual's responsibility to effect needed attitudinal and value changes in light of these symptoms. The third program examines barriers to change caused by distortions in a person's perception due to excessive blaming or imbalances in physical, social, or emotional behavior. Within and between each videotape summary are instructions to the seminar leader regarding activities and group discussions. A seminar evaluation form and handouts on stress management, self-acceptance, and preventing burnout are appended. (JP)

ED 202 502 JC 810 263

Report for Florida Community Colleges, 1979-80.

Part I: Statistical Tables.

Florida State Dept. of Education, Tallahassee. Div.

of Community Junior Colleges.

Pub Date—Mar 81

Note—144p; For a related document, see JC 810 264.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrators, Advanced Placement, Age, Apprenticeships, College Faculty, *Community Colleges, Community Services, Costs, Degrees (Academic), Developmental Studies Programs, Dual Enrollment, *Educational Finance, *Enrollment, Ethnic Groups, Expenditures, Females, Full Time Equivalency, Full Time Students, Income, Majors (Students), Males, Part Time Students, Salaries, State Colleges, State Surveys, Tables (Data), Two Year Colleges, Vocational Education

Identifiers—*Florida

As an information aid for legislators and the public, the 22 tables in this report summarize data relevant to the academic and fiscal operations of the Florida Community College System (FCCS) during fiscal year 1979-1980. Tables 1 through 3 detail opening Fall headcount by class, instructional program, and student entrance status; Fall headcount enrollment by age, sex, and ethnicity; and annual unduplicated headcount. Tables 4 and 5 break down full-time equivalent enrollment by term and academic discipline. Tables 6 through 8 delineate headcount enrollment in occupational, apprenticeship, developmental, and community service programs. Table 9 lists the number of credits awarded by examination and advanced placement and details the numbers of dual enrollments and early admissions. Tables 10 and 11 present the number of degrees and certificates awarded and the number of semester hours attempted and earned. An inventory of occupational programs is presented in Table 12. Tables 13 through 15 summarize average salaries for faculty, department heads, administrators, and non-instructional professional personnel. Table 16 details the cost of faculty benefits. Finally, Tables 17 through 22 provide statements of revenues and receipts, educational and general expenditures, unexpended plant fund additions and expenditures, and full and direct costs of instruction and support programs. (JP)

ED 202 503 JC 810 265

Penisten, John

The Effects of Computer Assisted Instruction in a Community College Learning Lab.

Pub Date—10 Apr 81

Note—10p; Paper presented at the Annual Convention of the Western College Reading Association (Dallas, TX, April 9-12, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *Basic Skills, Community Colleges, *Computer Assisted Instruction, *Learning Laboratories, Student Attitudes, Two Year Colleges

Identifiers—*PLATO, University of Hawaii Community College System

The learning lab at Hawaii Community College (HCC) has, for the past year and a half, utilized the PLATO (Programmed Logic for Automatic Teaching Operations) computer-assisted instructional program. PLATO, which is used by students whose preferred learning mode falls into the listening, visual, or reading categories, serves to broaden the learning options available at the lab and to help the lab optimally fulfill its articulated goals and objectives. PLATO, which originated at the University of Illinois, is modular in nature and presents short personalized lessons in computation, reading, and other basic skills. Students, with the aid of tutors,

progress from simple to complex objectives, receive immediate feedback, and can eventually increase their competencies to the ninth-grade level. The PLATO lessons supplement required course work, with the amount of time spent by the student on the lessons being determined by the student and his/her instructor. An initial two-semester examination of the retention rates and attitudes of basic skills students who used PLATO and those who did not revealed that students with PLATO experience achieved higher course completion rates and higher overall grade point averages than the non-PLATO students. The paper outlines the goals and objectives of HCC's learning lab and presents Fall 1980 reading and math completion rates for PLATO and non-PLATO students. (JP)

ED 202 504 JC 810 268

Maradian, Steve

Maximizing Educational Opportunity through Community Resources.

Pub Date—Jul 81

Note—10p; Paper presented at the Conference of the Correctional Education Association (Costa Mesa, CA, July 5-8, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, *Community Colleges, *Correctional Education, *Correctional Institutions, *Educational Cooperation, Financial Support, Prisoners, Student Financial Aid, Two Year Colleges

In the face of increased demands and diminishing resources, educational administrators at correctional facilities should look beyond institutional resources and utilize the services of area community colleges. The community college has an established track record in correctional education. Besides the nationally recognized correctional programs established at several two-year colleges, community colleges have a long history of reaching out to underserved, nontraditional students with a range of backgrounds and abilities that are mirrored in many ways by the prison population. Unfortunately, many correctional administrators have been reluctant to allow "outsiders" in the prison environment, and the potential for prison/college cooperation has not been fully realized. In undertaking such cooperative efforts, the college and prison must: (1) develop a working relationship which recognizes the primacy of the offender's education; (2) provide the same educational opportunities that are available on campus; (3) become aware of student financial aid opportunities for prisoners; (4) tap governmental and private sources of financial support; and (5) assure that college and correctional staff appreciate each other's orientation and needs. Such cooperative efforts will promote more efficient allocation of resources, reduce duplication, and improve service to the offender. (JP)

ED 202 505 JC 810 269

Nunalee, Pat

Teaching English to Non-English Speaking Adults.

Pub Date—[81]

Note—10p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Learning, Adult Students, Assignments, *English (Second Language), *Instructional Materials, *Non English Speaking, *Second Language Instruction, Student Evaluation, Workbooks

Guidelines and suggested instructional materials are outlined as an aid for English instructors who teach non-English-speaking adults. First, teachers are urged to recognize that learning a language is a difficult task that requires a great deal of time; that there are some sounds and words that an adult learning a new language may never be able to make or even discern; that students, however timid, must be encouraged to ask questions and seek help; and that the learning process never ends. Next, several recommendations for instructional procedures are made: (1) conduct an initial assessment of the student's knowledge of English, either through a formal test or through discussion with the student; (2) utilize an interpreter during the first few sessions for students who speak no English; (3) begin the student with two or three language courses selected on the bases of need, level, and time available; (4) identify sounds that may give the student special problems; and (5) have the student perform daily workbook exercises which are challenging, yet easy enough to be handled with reasonable success.

Next, the report lists instructional materials that are available, including workbooks, reading lab kits, vocabulary and grammar texts, and audio materials covering conversational English, spelling, phonics, and English for Spanish-, Korean-, and Vietnamese-speaking students. The report concludes with samples of completed course assignments. (JP)

ED 202 506 JC 810 271

Kennedy, William R.

Strategic Planning and Program Evaluation in the Community College.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College Administration, *College Planning, Community Colleges, Data Collection, Decision Making, *Educational Demand, *Evaluation Criteria, Evaluation Methods, Information Needs, *Institutional Research, *Long Range Planning, *Program Evaluation, Two Year Colleges

While program evaluations at most community colleges provide decision-makers with tactical data relating to past or current budget and enrollment statistics, there is an increased need to evaluate programs on the basis of long-term strategic information relating to projected market forces such as the future economic health of the community or expectations for future state funding. Indeed, tactical program evaluation techniques, which monitor input, process, and output variables such as enrollment, student/faculty ratios, and costs per student credit hour, provide voluminous data reports which, while serving the needs of external funding agencies, are of little value to the time-pressed administrator. Accordingly, many administrators are leaving these short-term, tactical considerations to middle-managers and concentrating instead on a strategic mode which evaluates the program's contribution to the institution's long-term goals and mission. This mode requires that a program be evaluated in light of real community needs; that evaluation take into account prognosticative data such as the projected future job market; and that budgeting incorporate both a short-term operational budget and a long-term strategic budget. Such a long-term orientation will allow administrators to plan ahead for potential problems, rather than simply react after the fact. (JP)

ED 202 507 JC 810 272

Frerichs, Allen H. Eldersveld, Paul J.

Predicting Successful and Unsuccessful Developmental Mathematics Students in Community Colleges.

Pub Date—Apr 81

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Failure, Age, Cognitive Style, Community Colleges, Conventional Instruction, Correlation, Females, Individualized Instruction, Knowledge Level, Literature Reviews, Males, *Predictor Variables, *Remedial Mathematics, Student Attitudes, Student Educational Objectives, Two Year Colleges, *Two Year College Students

A study involving 513 developmental math students at eight Illinois community colleges was conducted to determine the correlation between student success or failure in developmental math courses and nine independent variables: (1) instructional method, i.e. "traditional," in which the instructor sets the pace for learning, and "nontraditional," in which students set the pace for learning; (2) cognitive style; (3) numerical skills; (4) age; (5) sex; (6) students' assessment of their math knowledge; (7) student attitudes toward math; (8) students' assessment of their math ability; and (9) their reasons for taking developmental courses. During the study, students were divided into traditional and nontraditional groups and were administered two tests: the Group Embedded Figures Test to identify cognitive style and Form H of the Career Planning Program to assess numerical skills. Data for the remaining independent variables were gathered in a student survey. Stepwise multiple discriminant analysis was used to determine those

variables which discriminated between passing and failing students at a .10 level of significance. Study results identified five significant variables indicating that the successful student was more likely to have higher numerical skills, be in a traditionally taught course, be older, have higher perceptions of his/her math abilities, and have more positive attitudes toward math. A literature review is included. (JP)

ED 202 508 JC 810 275

Schulz, Beate A.

Strengthening Humanities in Occupational Curricula: A Brief Review of Strategies, Sources, and Models.

Pub Date—Oct 80

Note—32p; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (15th, New York, NY, October 16-18, 1980).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Curriculum, Curriculum Enrichment, Declining Enrollment, *Educational Innovation, *Humanities Instruction, Information Dissemination, *Interdisciplinary Approach, *Professional Associations, Program Descriptions, Two Year Colleges, *Vocational Education Based on information from professional organizations and individual colleges, this report examines strategies for strengthening the humanities within occupational curricula. The first part of the paper examines the fallacy in the belief that a philosophical antithesis exists between the humanities and other disciplines and discusses the decline of the humanities in terms of enrollment figures. It then proposes three strategies to reverse this decline: (1) follow recommendations made by the Community College Humanities Association and the Commission on the Humanities; (2) maintain contact with professional organizations which support the humanities through information dissemination (the names and addresses of 18 of these organizations are provided); and (3) maintain contact with colleges with innovative humanities programs (descriptions of the content, evaluation, and funding of interdisciplinary humanities projects conducted at 27 colleges are provided). The remainder of the report presents an overview of humanities instruction within vocational programming, focusing on the common concerns of humanities instructors; the funding and administrative support needed for program success; problems concerning the utilization of innovative techniques, such as team teaching and learning modules; and the advantages of using such techniques. A 96-item bibliography is appended. (JP)

ED 202 509 JC 810 277

Woltz, Sharon Davidson, Judy

An Integrated Approach to Support Services for Handicapped Students.

Pub Date—[80]

Note—8p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, College Admission, Community Colleges, Counseling Services, Deafness, Developmental Studies Programs, *Disabilities, English (Second Language), *Mainstreaming, Program Descriptions, School Registration, *Student Personnel Services, Teacher Attitudes, Two Year Colleges, *Two Year College Students

Identifiers—*Community College of Philadelphia PA

The Community College of Philadelphia (CCP) provides an extensive program of support services to integrate handicapped students whenever possible into existing programs. Concerted efforts are first made during the admissions process when handicapped students are identified and students are provided with the assistance they need to take required placement tests (e.g., oral interpreters are provided for the deaf). Then at registration, special academic counseling services are provided which circumvent the need for handicapped students to wait in long lines or go to areas of the college that are difficult to reach. As required by law, handicapped students are mainstreamed into all regular remedial and college-level programs. While remedial English programming was once conducted separately for deaf students, these students are now integrated into the English as a Second Language Program. Throughout the semester, CCP's Pro-

grams for Handicapped Persons Division provides several support services: (1) arranging for the provision of special materials or personnel (e.g., talking books or volunteer notetakers); (2) answering the questions of faculty and lab personnel; (3) providing comprehensive counseling services; (4) serving as a liaison with various agencies and community groups; and (5) securing funds to purchase special equipment or run special programs. (JP)

ED 202 510 JC 810 279

Friedlander, Jack
Student and Faculty Ratings of Academic Abilities
of Community College Students.
Center for the Study of Community Colleges, Los
Angeles, Calif.
Pub Date—[81]
Note—14p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Community Colleges,
Comparative Analysis, Mathematics, Multicampus
Districts, Reading Skills, *Self Evaluation (In-
dividuals), Speech Communication, Student
Attitudes, *Student Evaluation, *Study Skills,
Teacher Attitudes, Two Year Colleges, *Two
Year College Students, Urban Schools, Writing
Skills

A survey of instructors and students in a cross
section of classes at a large, urban, multi-campus
community college district was conducted in Fall
1980 to determine: (1) instructors' perceptions of
their students' ability or inability to perform or dif-
ficulty in performing a series of 14 skills; (2) stu-
dents' ratings of their confidence in these skills; and
(3) the degree of correspondence between instructor
and student ratings. Major findings, based on re-
sponses from 268 out of 371 faculty members and
6,426 out of 10,000 students, indicated that over
50% of the instructors felt their students could
adequately express themselves when speaking, summa-
rize course readings, and complete course
assignments on time. However, less than 30% felt
that the students could learn independently, explain
themselves in writing, and work with statistics. Over
60% of the students felt confident in understanding
course assignments, learning independently, and
solving problems that require arithmetic. While
there was less than a 20% discrepancy between stu-
dent and instructor responses, a much greater per-
centage of students than instructors reported that
the students could learn independently (63% vs.
29%), express themselves in writing (54% vs. 24%),
and solve arithmetic problems (62% vs. 42%). The
study report describes methodology, presents and
compares the responses of both groups, and dis-
cusses implications. (JP)

ED 202 511 JC 810 281

Friedlander, Jack Sillman, Donna
The Science Curriculum in the Los Angeles Com-
munity College District.
Center for the Study of Community Colleges, Los
Angeles, Calif.

Pub Date—6 Feb 81
Note—23p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agriculture, Biological Sciences,
*College Curriculum, *College Science, *Com-
munity Colleges, Computer Science, Curriculum
Research, Engineering, Introductory Courses,
Lecture Method, Majors (Students), Mathemat-
ics, Multicampus Districts, Nonmajors, Physical
Sciences, Remedial Instruction, Science
Laboratories, Social Sciences, Two Year Colleges,
Urban Schools, Vocational Education

Identifiers—Los Angeles Community Colleges CA
The 1979-1980 class schedules for the nine insti-
tutions within the Los Angeles Community College
District were examined to document the number
and variety of courses offered by the colleges in six
areas of science: agriculture, biological sciences, en-
gineering sciences and technology, mathematics
and computer science, physical sciences, and social
sciences. Specifically, this analysis sought to de-
termine the percentage of class sections devoted to the
sciences, the percentage of science courses with
prerequisites, and the instructional format used in
these classes (e.g., lecture or lab). It also sought to
establish the number of science courses falling un-
der four audience categories: (1) general intro-
ductory courses for non-majors; (2) courses designed
for science majors who need to satisfy lower-divi-
sion science requirements; (3) courses for students
in science-related occupational courses; and (4)

preparatory courses designed to ready underskilled
students for introductory science courses. Major
findings reveal that science courses made up 24%
of the District's curriculum. Almost half of the science
classes (48%) were designed as general introductory
courses, while 19% were for science majors and
another 19% were for vocational students. Prerequi-
sites existed for 47% of the courses, and 68% of the
class sections were offered only in lecture format.
The study report details findings by campus for each
of the science areas. (JP)

ED 202 512 JC 810 286

Lown, Maris A. And Others
Health Instruction Packages: Consumer-Safety
and Emergencies.

League for Innovation in the Community Coll., Los
Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek,
Mich.
Pub Date—77
Note—121p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accident Prevention, Adult Educa-
tion, Alarm Systems, Allied Health Occupations
Education, Females, Fire Protection, *First Aid,
Injuries, Learning Modules, *Safety Education
Identifiers—Bites and Stings, Cardiopulmonary
Resuscitation, Crime Prevention, Emergencies,
Fire Extinguishers, Safety Equipment, Self De-
fense

Texts, illustrations, and exercises are provided in
these six learning modules which were designed to
teach the general public how to deal with several
emergency situations. The first module, "Cardio-
Pulmonary Resuscitation (CPR)," was designed by
Maris A. Lown to teach members of the public,
nurses, and paramedics the techniques of un-
witnessed CPR for an adult. The second module, pre-
pared by M. W. Wester, Jr., instructs the user in
"Removing Imbedded Fishhooks from Skin." The
third module, "What About Animal Bites?," was
prepared by Jeannette Bobst to teach elementary
school children how to avoid animal bites and what
to do if they are bitten. The fourth module, "High-
way Flare Patterns" by Archie Sherman, Jr., dis-
cusses the hazards associated with flare usage,
describes the process for lighting and extinguishing
flares safely, and explains factors in flare placement.
The fifth module, "Self-Defense for Women" by
Barbara Murphy, describes several protection meth-
ods, muggers' favorite targets, the most vulnerable
areas of an attacker, easily carried weapons, and
methods of self-defense for several kinds of attacks.
The module also helps women decide whether to
remain passive or fight. The final module, "Red
Code and Use of Fire Extinguishers" by Pauline
Healy, describes how to initiate a fire alarm and use
three types of fire extinguishers. The modules inter-
perse the text with reinforcement exercises and im-
mediate feedback and conclude with post-tests.
(AYC)

ED 202 513 JC 810 287

Cross, Barbara J. And Others
Health Instruction Packages: Consumer-Diabetes.
League for Innovation in the Community Coll., Los
Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek,
Mich.
Pub Date—77
Note—135p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Diabetes, Dietetics, *Drug Therapy,
Learning Modules, *Patient Education, Podiatry,
Two Year Colleges
Identifiers—Health Instruction Exchange, *Injec-
tions (Medicine), Insulin, Syringes, Urinalysis

Text, illustrations, and exercises are utilized in
this set of seven learning modules designed to in-
struct diabetes patients in health care practices
necessary for the control of their illness. The first
module, by Barbara J. Cross, describes materials and
procedures used in testing the urine for sugar and
acetone. The second module, by Ruth Bockius, dis-
cusses the importance of maintaining the sterility of
insulin injections and describes the utilization of a
syringe. The third module, by Bonnie Johnson, ex-
plains how to write daily menus from meal plans
prescribed for diabetes patients. The fourth module,
by Anne M. Lorentzen, details steps in preparing
and injecting an insulin dosage. The fifth module, by
Verdell Washington, examines why it is necessary
for diabetes patients to take insulin, identifies the

types of syringes to be utilized with various insulin
solutions, and details the use of a syringe in giving
insulin injections. The sixth module, by Ronald H.
Wakasa, discusses the various types of insulin avail-
able, the proper storage of insulin, the symptoms
and prevention of adverse side effects, and the
preparation of an insulin dosage. The seventh
module, by J. A. Smith, reviews proper diabetic
footcare, including methods of washing the feet and
inspecting them for special problems. The modules,
which take 20 to 30 minutes to complete, provide
reinforcement exercises with immediate feedback
and post-tests with answer keys. (JP)

ED 202 514 JC 810 288

Kidd, Audrey E. And Others
Health Instruction Packages: Consumer-Under-
standing Your Condition.

League for Innovation in the Community Coll., Los
Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek,
Mich.
Pub Date—77
Note—43p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Diseases, *Eti-
ology, Learning Modules, Medical Services, *Pa-
tient Education, Preventive Medicine
Identifiers—Gastrointestinal System, *Health In-
struction Exchange, *Symptoms, Urology

Text, illustrations, and exercises are utilized in
this set of three learning modules to inform mem-
bers of the general public about the causes and treat-
ments of the common medical ailments that they
may have. The first module, "Understanding Liga-
tion of Hemorrhoids as an Office Procedure" by
Audrey E. Kidd, lists the symptoms of hemorrhoids,
discusses the importance of a high fiber diet in their
prevention, and describes the treatment of the con-
dition by rubber band ligation. The second module,
"Your Bladder Infection (Cystitis)" by Pam Jones,
examines the bacterial causes of bladder infection,
identifies its symptoms, describes its treatment, and
outlines hygienic precautions to be taken in avoid-
ing cystitis. The third module, "You and Your Ul-
cer" by Martin Quan, explains what a duodenal
ulcer is, describes the role of acid production in
causing the ulcer, and discusses how antacids, diet,
lifestyle, and stress affect ulcer management. Each
of the illustrated modules provides sequential re-
inforcement exercises with immediate feedback
throughout the text and concludes with a post-test
and accompanying answer key. The time required
to complete the modules ranges from 15 to 30 mi-
nutes. (JP)

ED 202 515 JC 810 289

Woods, James W. And Others
Health Instruction Packages: Consumer-Your
Heart and Blood Pressure.

League for Innovation in the Community Coll., Los
Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek,
Mich.
Pub Date—77
Note—171p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Drug Therapy, Health Education,
*Heart Disorders, Heart Rate, Hypertension, Life
Style, *Patient Education, Preventive Medicine,
Risk, Stress Variables, Two Year Colleges

Identifiers—Catheterization (Cardiac), Digoxin,
*Health Instruction Exchange, Pacemakers

Text, illustrations, and exercises are utilized in
this set of learning modules to instruct the general
public in the prevention and treatment of heart dis-
ease. The first module, by James W. Woods, pre-
sents a medical definition of high blood pressure,
reviews its causes and effects, and discusses its treat-
ment. A script to a slide version of this module is
also included. The second module, by Patricia A.
Tabloski, provides a means of assessing risk of heart
disease in light of identified physical and emotional
risk factors that are associated with poor coronary
health. The third module, by Lucille N. Paradela,
describes how to accurately measure a radial (wrist)
pulse and discusses the need for patients taking
Digitalis or wearing a pacemaker to keep a daily
record of their pulse rate. The fourth module, by
Erna Olsen, discusses the physical and emotional
factors in a person's life that increase the chances of
heart attack. The fifth module was prepared by
Gayle Lacivita and Suzanne Burge for patients
about to undergo cardiac catheterization to explain

the procedure and what to expect. The sixth module, by Karen S. Ehrat, describes the operation and function of asynchronous implanted pacemakers. The seventh module, by Nelda A. Samarel, discusses the effects of Digoxin, its daily dosage, and possible side effects. The modules intersperse the text with reinforcement exercises with immediate feedback and conclude with post-tests and answer keys. (JP)

ED 202 516 JC 810 290

Grubb, Reba Douglass And Others

Health Instruction Packages: Consumer-Treating Your Condition.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—100p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Biomedical Equipment, *Diseases, Drug Therapy, Equipment Utilization, Health Education, *Hygiene, Learning Modules, *Patient Education, *Self Care Skills, Two Year Colleges

Identifiers—Diuretics, *Gastrointestinal System, *Health Instruction Exchange, Potassium Depletion (Physiology)

Text, illustrations and exercises are utilized in these six learning modules to instruct patients in the treatment of special health care problems. The first module, "A Bladder Emptying Routine for the Incontinent Patient" by Reba Douglass Grubb, describes methods for reestablishing bladder control. The second module, "Care of the Ileal Conduit Drainage System" by Christine Wineman, discusses the assembly and hygienic maintenance of appliances used for daytime and nighttime drainage. The third module, "Sink or Swim, Diuretic Effects" by Joan Newbury, examines the symptoms and prevention of potassium loss that may accompany the intake of diuretic pills. The fourth module, "Self-Irrigation of Your Colostomy Using the Bulb-Syringe Method" by Marla Twait, details requisite equipment and procedures. The fifth module, "Bowel Control of a Sigmoid Colostomy" by Donna J. Brewer, describes materials and procedures used in colostomy irrigation. The sixth module, "Giving an Enema to an Adult or Up the Down Staircase" by Clarice R. Bates, teaches the learner about equipment, positioning, and precautions to take. Each module describes and illustrates procedures, provides reinforcement exercises with immediate feedback, and concludes with a post-test and an accompanying answer key. The time required to complete the modules ranges from 20 to 30 minutes. (JP)

ED 202 517 JC 810 291

Hughes, Caroline And Others

Health Instruction Packages: Consumer-Exercise and Rehabilitation.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—112p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Biomedical Equipment, Equipment Utilization, *Exercise, Family Role, Health Education, Hygiene, Learning Modules, *Patient Education, Physical Therapy, Preventive Medicine, *Rehabilitation, Surgery

Identifiers—Cerebrovascular Disorders, *Health Instruction Exchange, Massages, Mastectomy, Respiratory Diseases

Text, illustrations and exercises are utilized in these six learning modules to instruct patients and the general public in exercise and rehabilitative techniques. The first module, "Exercise and Your Life" by Caroline Hughes, distinguishes between static and dynamic exercise and discusses the benefits of exercise. The second module, "Low-Back Exercise Program" by Robert E. Meade, presents five exercises to be used in a home care program for relieving lower back pain. The third module, "Back Massage or Oh, My Aching Back!" by Frances A. Lupi, provides step-by-step instructions for giving a relaxing back massage. The fourth module, "Hand and Arm Care after Your Mastectomy" by Karen Bailey, explains the functions of the lymph nodes and why their removal limits the body's ability to

fight infection in the involved arm and hand and then discusses the prevention of swelling and infection in that area. The fifth module, "Aerosol Therapy Treatment," was prepared by Richard Urband to teach respiratory patients how to assemble, load, and operate a compressor/nebulizer therapy unit. The sixth module, "Family Help for the Stroke Patient" by Marjorie A. Griffith, reviews the causes of stroke, its physical effects, and the hygienic, exercise, and psychological factors to be considered in home care for the stroke victim. Each module provides reinforcement exercises and a post-test. (JP)

ED 202 518 JC 810 292

Pries, Rose Mary And Others

Health Instruction Packages: Consumer-Birth Control.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—42p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adult Education, *Contraception, Family Planning, Health Education, Learning Modules, *Reproduction (Biology)

Identifiers—*Health Instruction Exchange, Intrauterine Devices, Vasectomy

Designed for the general public, these three learning modules utilize text, illustrations, and exercises to describe various methods of birth control. The first module, "All about Contraception for the Teenage New Mother" by Rose Mary Pries, discusses the desirability of planned pregnancy and reviews the effectiveness and side effects of birth control pills, intrauterine devices, condoms, and foams. The second module, "Birth Control Pills" by Diann DeJong, describes how the pill prevents pregnancy, identifies the physical conditions which indicate that a woman should not take the pill, examines side effects, and discusses the menstrual changes to expect when taking the pill. The third module, "Functional Aspects of Vasectomy" by Louis G. Audette, details the physiology of the sperm transport and ejaculatory mechanism, explains the effects of a vasectomy on this mechanism, and refutes the popular beliefs that vasectomies are irreversible, result in castration, and cause hormonal imbalances. Each of the illustrated modules provides sequential reinforcement exercises with immediate feedback and concludes with a post-test and accompanying answer key. The length of time required to complete each module ranges from 15 to 20 minutes. (JP)

ED 202 519 JC 810 293

Maas, Carolyn And Others

Health Instruction Packages: Consumer-Self-Examination.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—51p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Health Education, Patient Education, *Physical Examinations, *Self Evaluation (Individuals)

Identifiers—Breast Examination, *Health Instruction Exchange, Thermometers, Urinalysis

These three learning modules present text, illustrations, and exercises to teach lay persons to take and interpret a temperature, collect a urine specimen, and perform a breast examination. The first module, by Carolyn Maas, defines "temperature," describes the three body areas for temperature taking, distinguishes between normal and abnormal readings, and teaches the learner to read a thermometer and interpret the answer. The second module, "How to Collect a 24-Hour Urine Specimen" by Susan Loveless, teaches outpatients why a 24-hour specimen is needed instead of a random specimen, describes the types of containers that can and cannot be used, explains why a preservative would be used and which precautions should be taken, and states how to time a 24-hour urine collection properly. The third module, "Self-Examination of the Breast" by Dorothy Van Dessel, in addition to teaching a woman to examine her breasts, describes the major tissues found in the breast and teaches the learner, to demonstrate the steps in self-examination and recognize abnormalities present on a model of the breast. Each of the modules states

overall and specific objectives, how long the unit takes to complete (between 10 and 25 minutes), and what materials are needed. Exercises are presented with immediate feedback and a post-test is included for each unit. (AYC)

ED 202 520 JC 810 294

Kidd, Audrey E. And Others

Health Instruction Packages: Consumer-Basic Nutrition.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—129p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Community Education, Cultural Influences, *Dietetics, Eating Habits, Elementary Education, *Food, Foods Instruction, Learning Modules, *Nutrition, Nutrition Instruction, Physical Development, Religious Differences

Identifiers—*Health Instruction Exchange

These six learning modules present text, illustrations, and exercises designed to teach the general public and nutrition students about basic nutrition and diet. The first module, "High Fiber Diet—Live Longer and Better!" by Audrey E. Kidd, discusses the benefits of a high fiber diet and lists the foods that are high in fiber. The second module, "The Well Balanced Diet" by Sue Verity, teaches the learner about requirements for an adequate diet, to select and evaluate diets, and to classify foods in terms of the four basic food groups. The third module, "The Four Basic Foods Groups" by Carol Erickson, looks at daily nutritional requirements and reinforces the importance of eating proper foods. The fourth module, "Basic Four Food Groups," designed by Nancy Graham and Brian Ann Arnett for sub-teen children, employs cartoons to illustrate the principles of proper nutrition and diet. The fifth module, "Basic Nutrition throughout the Life Cycle" by Evelyn S. Burgess, seeks to help students understand the significance of planning nutritional meals to fill the changing needs of individuals throughout their lives. The final module, "Religious and Cultural Influences on Diets" was prepared by Dianna Dee Mackey for nutrition students to help them anticipate diet preferences of clients of various religious and cultural backgrounds. Each module states overall and specific learning objectives and provides information, exercises with immediate feedback, and a post-test with answer key. (AYC)

ED 202 521 JC 810 295

Wojcik, Bonnie And Others

Health Instruction Packages: Consumer-Child Care.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—76p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Child Rearing, *Cleft Palate, Hygiene, *Infant Behavior, Infants, *Neonates, Nursing Education, Parent Attitudes, Parent Education, Parent Role, Two Year Colleges

Identifiers—Baths, *Health Instruction Exchange, Infant Care, Reflexes

Text, illustrations, and exercises are utilized in these four learning modules to instruct parents and nursing students in topics related to child care and development. The first module, "Growth and Development: Let's Test Your Baby's Reflexes" by Bonnie Wojcik, describes the behavioral signs that are indicative of eight normal primitive reflexes displayed by infants up to three months of age: the startle, magnet, crossed extension, tonic neck, trunk incurvation, dance or walk, mouth, and grasp reflexes. The second module, "Bathing the Newborn," was written by Kathryn Guthrie to teach nurses working in maternity wards how to bathe hours-old babies. The third module, "How to Bathe a Newborn" by Jane Hamilton, teaches expectant and new parents what materials are needed, how to hold an infant, and how to properly care for the baby's eyes. The fourth module, "My Child Has a Cleft" by Linda K. Nishinaka, helps parents cope with their emotional reactions to the birth of a child

with a cleft lip and/or palate and discusses the role of the parent in assuring the child's physical and emotional well-being. Each of the modules provides sequential reinforcement exercises with immediate feedback and concludes with a post-test and accompanying answer key. The time required to complete the modules is specified, ranging from 20 to 30 minutes. (JP)

ED 202 522 JC 810 296

Tanner, Floyd R. And Others

Health Instruction Packages: Consumer-Dental Hygiene.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—94p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Allied Health Personnel, *Dental Health, Dentists, Disease Control, *Hygiene, Learning Modules, Patient Education, *Preventive Medicine
Identifiers—Dental Appliances, *Health Instruction Exchange, *Oral Hygiene, Periodontics, Toothbrushing

Text, illustrations, and exercises are utilized in this set of five learning modules to instruct dental patients and the general public in the fundamental principles of dental hygiene. The first module, "Identify the Responsibilities for Your Oral Health" by Floyd R. Tanner, discusses the respective roles of the dentist and the patient in maintaining oral health. The second module, "Preventing Dental Disease" by Marvin Mansky, details the causes of tooth decay and gum disease and discusses their prevention. The third module, "A Guide to Better Dental Health" by Chris Leo, identifies the parts of the tooth and describes how diet in conjunction with plaque may cause dental disease. The fourth module, "What Is Plaque and How to Remove It" by Karen Harris, examines the composition of plaque and describes how to remove it with the use of a toothbrush and dental floss. The fifth module, "Oral Health during Orthodontic Treatment" by Vian A. Weller, illustrates how to clean the mouth when wearing braces. Each of the illustrated modules describes techniques and procedures, provides sequential reinforcement exercises, and concludes with a post-test and answer key. The modules are designed to be completed in a specified length of time ranging from 15 to 30 minutes. (JP)

ED 202 523 JC 810 297

Ederly, Gisele And Others

Health Instruction Packages: Health Education for Consumers.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—102p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Alcohol Education, Alcoholic Beverages, Allied Health Personnel, Anxiety, Audiology, Children, Clinical Diagnosis, Consumer Protection, *Diagnostic Tests, Disease Control, *Health Education, Hearing Aids, Hearing Impairments, Hospitals, Learning Modules, Patients, Physical Examinations, Physicians, Venereal Diseases

Identifiers—*Health Instruction Exchange, Injections (Medicine), Pap Smears, Patients Rights

Text, illustrations and exercises are utilized in this set of six learning modules dealing with health topics of interest to the general public. The first module, "Do You Know Your Rights as a Patient?" by Gisele Ederly, details the personal and financial rights of hospital patients. The second module, "The Consumer's Guide to Hearing Health Care or Do Something about Your Hearing" by Dale Anne Spears, describes the respective roles of the physician, audiologist, and hearing aid dispenser in diagnosing and treating patients with hearing disorders. The third module, "The Importance of Women Receiving Regular Pap Smears" by Jane Green, describes pap smear procedures, identifies the facilities where women may receive tests, and discusses the attitudinal problems which often prevent women from obtaining pap tests. The fourth module, "Don't Stick Me with That Needle!" was designed by Linda L. Kundert to ameliorate chil-

dren's fears of having their blood drawn by a phlebotomist. The fifth module, "Alcohol and You" by Michele D. Sandro, describes the physiological effects of alcoholic beverages. The sixth module, "The Venereal Diseases" by Kathy Gunn, examines the prevention of venereal diseases, their symptoms, and provisions for treatment. The modules, which each take 30 minutes to complete, provide reinforcement exercises with immediate feedback and post-tests with answer keys. (JP)

ED 202 524 JC 810 298

Larkin, Vincent And Others

Health Instruction Packages: Consumer-Behavior/Emotions.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—50p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Anxiety, *Hypnosis, *Interpersonal Relationship, Learning Modules, *Rational Emotive Therapy, *Relaxation Training

Identifiers—*Health Instruction Exchange

Text, illustrations, and exercises are utilized in this set of three learning modules to instruct the general public in methods of exploring human psychology and personal interrelationships. The first module, "The Basic Idea behind Rational-Emotive Therapy" by Vincent Larkin, distinguishes between rational and irrational fears and discusses the fundamental principles of rational-emotive therapy. The second module, "Eliciting the Relaxation Response through Self-Hypnosis" by Richard L. Bunning, describes the common elements of all relaxation techniques; the proper positioning, timing, and frequency of self-hypnosis; and the five basic steps in self-hypnosis. This module also provides the text of a recorded cassette which is used while practicing the self-hypnosis techniques. The third module, "Relationship Perceptions" by Thomas Shostak, provides a series of exercises to be used by a group of three persons in order to discover the varying perceptions each individual has of interpersonal relations. Each of the modules describes techniques and procedures, provides reinforcement exercises, and concludes with a post-test and answer key. The modules are designed to be completed in a specified amount of time ranging from 20 to 30 minutes. (JP)

ED 202 525 JC 810 299

Henn, Lisa And Others

Health Instruction Packages: Consumer-Nutrition and Health.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—166p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Allied Health Occupations Education, *Body Weight, Consumer Education, *Dietetics, Dietitians, *Food, Foods Instruction, Hypertension, Learning Modules, Meat, Nursing Education, *Nutrition, Nutrition Instruction, Obesity, Older Adults, Two Year Colleges

Identifiers—Caffeine, Diet Therapy, Fiber (Food), *Health Instruction Exchange, Menu Planning

These eight learning modules provide text, illustrations, and exercises on a variety of nutritional and dietetic topics. The first two modules were prepared by Lisa Henn to instruct older adults in the various food sources of caffeine and fiber and in the harmful effects of caffeine and the dietetic importance of fiber. The third module was designed by Penny Donne to familiarize health care workers with methods and associated problems of weight reduction. The fourth and fifth modules were prepared by Carolyn H. Gustafson. One is addressed to dietetic assistants and the general public and describes how to determine the amount of uncooked meat needed for three-ounce individual portions. The other provides hospital dietitians with a method for modifying recipes to yield a varying number of servings. The sixth module, by Lee Weller Callaway, teaches dietetic technicians and other interested persons about the fundamental components of regular, soft, full-liquid, and clear-liquid diets. The seventh module was designed by Evelyn S. Burgess

to instruct nurses and dietetic assistants in the components of low-sodium diets prescribed for hypertension. The eighth module, by Minda S. Graff, teaches nurses and nurse's aides to plan one-day menus for patients on a 0.5 gram sodium-restricted diet. Each module provides sequential reinforcement exercises with immediate feedback and a post-test with answers. (JP)

ED 202 526 JC 810 300

Lancaster, Carolyn And Others

Health Instruction Packages: How to Take a Blood Pressure.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—61p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Allied Health Occupations Education, *Biomedical Equipment, *Diagnostic Tests, *Equipment Utilization, *Hypertension, Learning Modules, Nursing Education, Patient Education, *Self Evaluation (Individuals), Two Year Colleges

Identifiers—*Blood Pressure Determination, *Health Instruction Exchange, Stethoscopes

Text, illustrations, and exercises are utilized in these four learning modules to teach dental hygiene students, nursing students, and the general public how to measure blood pressure. The first module, "Can You Take a Blood Pressure?" by Carolyn Lancaster, defines blood pressure, distinguishes between systolic and diastolic pressure and lists the equipment needed to take a blood pressure reading. The second and third modules, "How to Measure Your Own Blood Pressure" by Pam Vele and "How to Obtain and Record Your Own Blood Pressure" by M. C. Winn, both outline a step-by-step approach to self-examination for lay persons, outlining the proper equipment, placing the cuff on the arm, inflating the cuff, utilizing the stethoscope, and determining the blood pressure reading. The fourth module, "Application of a Sphygmomanometer" by Louetta Thomson, provides a more detailed look at applying the cuff, inflating it, and reading the sphygmomanometer gauge. Each module describes and illustrates procedures, provides reinforcement exercises with immediate feedback, and concludes with a post-test and an accompanying answer key. The time required to complete the modules is specified and ranges from 15 to 30 minutes each. (JP)

ED 202 527 JC 810 301

Carpenter, Wanda L. And Others

Health Instruction Packages: Humanistic Nursing-Nurse/Patient Relations.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—82p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Antisocial Behavior, Clothing, Existentialism, *Grief, *Humanism, Interpersonal Competence, Males, *Nursing, Nursing Education, Older Adults, Patients, Rehabilitation, *Self Care Skills, *Sexuality, Two Year Colleges

Identifiers—*Cerebrovascular Disorders, *Health Instruction Exchange, Phenomenology

Text, illustrations, and exercises are utilized in this set of four learning modules to instruct nurses and nursing students in humanistic, non-technical aspects of patient care. The first module, "Introduction to Humanistic Nursing Practice Theory" by Wanda L. Carpenter, draws upon the theories of existentialism and phenomenology to define humanistic nursing, stressing interpersonal relations as well as task competency. The second module, "Grief and Mourning" by Anne Fishel, examines the symptoms of grief and mourning, details the characteristic stages of the grief process, and discusses appropriate intervention strategies for nurses to help patients cope with each of these stages. The third module, "Sexual Needs of the Aged Male Patient" by Sondra George, contrasts the sexual needs of the aged man and younger males, describes ways used by older male patients to express sexuality, and discusses appropriate reactions to these sexual behaviors. The fourth module, "Teaching the Stroke Patient to Dress Himself" by Peggy Gould, identifies clothing articles that stroke patients can most

easily put on, reveals that stroke patients can most easily dress and undress while seated, and details steps to be followed by the patient in putting on a shirt or blouse. Each of the modules, which take from 15 to 60 minutes to complete, provides reinforcement exercises and concludes with a post-test and answer key. (JP)

ED 202 528 JC 810 302

Cooper, Freda And Others

Health Instruction Packages: Nursing—Patient Observation and Assessment.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—60p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Child Development, Children, Learning Modules, *Mental Health, *Nursing, Nursing Education, *Observation, *Patients, *Personality Assessment, Two Year Colleges

Identifiers—*Health Instruction Exchange, Psychiatric Nursing

Text, illustrations, and exercises are utilized in this set of three learning modules to instruct nurses and nursing students in patient observation and assessment skills. The first module, "The ABC's of Observation" by Freda Cooper, provides psychiatric nurses and technicians with guidelines for determining the mental status of incoming patients through observation of their appearance, behavior, and communication. The second module, "Psychosocial Assessment of the School-Age Child" by Barbara H. Johnson, briefly describes the meaning of Erikson's psychosocial stage of "industry versus inferiority," the developmental tasks of school-age children (six to 12 years old), and the components of a psychosocial assessment which takes into account the child's mood, self-concept, interests, coping skills, and interpersonal competence. The third module, "Nursing Assessment of the Adolescent" by Eunice Bown, reviews the normal growth and development of adolescents and details factors to be considered in writing a nursing assessment of an adolescent patient. Each of the illustrated modules provides sequential reinforcement exercises with immediate feedback and concludes with a post-test and accompanying answer key. The modules are designed to be completed in a specified length of time ranging from 20 to 35 minutes. (JP)

ED 202 529 JC 810 303

Bates, Clarice And Others

Health Instruction Packages: Specific Nursing Skills.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—88p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Biomedical Equipment, *Equipment Utilization, Learning Modules, *Nursing, Nursing Education, Surgery, Two Year Colleges

Identifiers—Catheterization (Urinary), Costs (Surgical), Gastrointestinal System, Gloves, *Health Instruction Exchange, Intravenous Therapy, Intubation (Medicine), Orthopedics

Text, illustrations, and exercises are utilized in a set of five learning modules designed to instruct nursing students in a variety of clinical skills. The first module, "Down the Tube: Insertion of a Nasogastric Tube" by Clarice Bates, describes materials and procedures used to insert a nasogastric tube through the nose and esophagus and into the patient's stomach. The second module, "How to Set Up the Holter Pump" by Frances Pauline Fischer, details procedures used in setting up a Holter pump for use in maintaining constant infusion rates of intravenous fluids. The third module, "Assembling and Placing Equipment in Preparation for Catheter Irrigation" by Arleen O. Berg, describes urinary catheters and the equipment needed to perform a catheter irrigation. The fourth module, "Open Glove Technique" by Virginia Belt and Betty Bjornsen, illustrates a technique for donning sterile gloves without contamination. The fifth module, "Cast Check on New Post-Operative Patient with Fractured Extremity" by Kay Sallery Tompkins, describes procedures for checking the

health of a fractured limb immediately after the cast has been set. Each module describes and illustrates procedures, provides reinforcement exercises with immediate feedback, and concludes with a post-test and answer key. The time specified for the completion of each module ranges from 20 to 30 minutes. (JP)

ED 202 530 JC 810 304

MacDonald, Malcolm R. Misko, Helen

Health Instruction Packages: Nursing—Administrative Issues.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—35p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Educational Needs, *Inservice Education, Learning Modules, Needs Assessment, *Personnel Management, *Personnel Needs, *Professional Continuing Education, Two Year Colleges

Identifiers—*Health Instruction Exchange

Text and accompanying exercises are utilized in these two learning modules to instruct nurses and nursing administrators in personnel management techniques. The first module, "How to Determine Unit Staffing Needs" by Malcolm R. MacDonald, describes a procedure for determining the number of nurses needed in a patient care unit on the basis of average daily occupancy data and estimated vacation, holiday, and sick day adjustments. The second module, "Job Related Training Program (Cross Training)" by Helen Misko, examines how to identify departmental in-service training needs by evaluating staff competencies with respect to established departmental functions. Both modules describe techniques and procedures, provide sequential reinforcement exercises with immediate feedback on responses, and conclude with a post-test and accompanying answer key. The modules require 30 minutes each to complete. (JP)

ED 202 531 JC 810 305

Gray, P. Allen, Jr. And Others

Health Instruction Packages: Venipuncture and Intravenous Therapy.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—84p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Biomedical Equipment, *Equipment Utilization, Learning Modules, *Nursing, Nursing Education, Two Year Colleges

Identifiers—*Health Instruction Exchange, Injections (Medicine), *Intravenous Therapy

Text, illustrations, and exercises are utilized in these five learning modules to instruct nursing students in techniques for initiating intravenous (I.V.) therapy. The first module, "Selection of a Venipuncture Site: Arm" by P. Allen Gray, Jr., describes the utilization of a tourniquet in locating filled veins in the arm. The second module, "Selecting a Needle and Venipuncture Site for Intravenous Therapy" by Carolyn Jane Mueller, discusses the appropriate use of scalp vein needles and catheters, and examines the selection and preparation of an injection site. The third module, "Starting an I.V." by Betty L. Temples, reviews the selection of an insertion site, factors in choosing proper needle and vessel size, and the correct positioning of the needle vis-a-vis the vein. The fourth module, "Techniques in Starting Intravenous Therapy" by J. Sue Beldin, describes equipment and needles used in I.V. therapy, the emotional and physical preparation of the patient, steps in securing the I.V. needle and tube, and follow-up procedures. The fifth module, "Calculating the Rate of Flow of Intravenous Fluids" by Cynthia A. Hulse, requires the student to solve problems requiring the use of relevant formulas. Each of the modules describes and illustrates procedures, provides reinforcement exercises, and concludes with a post-test. The time required to complete the modules ranges from 20 to 60 minutes. (JP)

ED 202 532 JC 810 306

Bracchi, Dorothy P. And Others

Health Instruction Packages: Drug Dosage, Classification, and Mixing.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—120p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Drug Education, *Drug Therapy, Learning Modules, Measurement, *Nursing, Nursing Education, Pharmacology, *Pharmacy, Ratios (Mathematics), Two Year Colleges

Identifiers—Apothecaries Measures, *Health Instruction Exchange, Insulin, Orthopedics, Syringes

Text, illustrations, and exercises are utilized in a set of seven learning modules to instruct nursing students in the fundamentals of drug classification, dosage, and mixing. The first module, by Dorothy Bracchi, teaches the student to identify six classifications of medication often administered to orthopedic patients: anti-neuropasmodic agents; analgesic drugs; sedatives; antihemorrhagic drugs; anticholinergic drugs; and cathartics. The second module, by Miriam Eckery, discusses the effects of six antineoplastic drugs: alkylating agents; antimetabolites; hormones; natural products; radiotopes; and miscellaneous agents. The third module, by Arvilla B. Longacre, provides exercises in the conversion of apothecary, metric, and household liquid measures. The fourth module, by Saralee Lewis, discusses insulin preparation utilizing U40, U80, and U100 syringes. The fifth module, by Janice Kinman, details techniques for mixing two parenteral drugs in the same syringe and examines situations in which such mixing is appropriate. The sixth module, by Sarah Lambert, examines drug dosage problems involving the conversion of grams and milligrams. The seventh module, by Patricia Tillman, discusses the use of proportions in drug dosage problems. The modules, which take from 20 to 45 minutes to complete, provide reinforcement exercises and immediate feedback as well as post-tests and accompanying answer keys. (JP)

ED 202 533 JC 810 307

Curran, Fern A. And Others

Health Instruction Packages: Nursing—Specific Diseases and Disorders.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—121p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Clinical Diagnosis, *Diseases, *Etymology, Learning Modules, *Medical Services, Nursing Education, Observation, Patients, Physical Disabilities, *Preventive Medicine, Surgery, Two Year Colleges

Identifiers—Bedridden Patients, Bedsores, Consciousness (Physiology), Gastrointestinal System, *Health Instruction Exchange, Respiratory Diseases, Shock, *Symptoms

Text, illustrations, and exercises are utilized in this set of learning modules to instruct nurses and other health care professionals in the symptoms and treatment of common medical disorders. The first module, by Fern A. Curran, discusses the causes of decubitus ulcers (i.e., bedsores), the physical damage they can do, and methods of preventing their occurrence on bedfast and wheelchair patients. The second module, by Grace Perkins, discusses the causes and symptoms of peptic ulcers to enable the learner to correctly diagnose the condition. The third module, by Ann Sutherland, teaches emergency medical technicians to identify the behavioral responses indicative of a patient's level of consciousness and how to report his/her patient assessment to a physician. The fourth module, by Ruth Traugot, describes eight varieties of shock and teaches students to recognize the signs of early and advanced shock. The fifth module, by Elizabeth J. Naugle, describes the clinical symptoms of respiratory disorders requiring medical attention and the observation of aseptic safeguards against infection. The sixth module, by Jan F. Zlotnick, describes the causes and symptoms of common post-operative respiratory complications. Each of the illustrated modules provides sequential reinforcement exer-

cises with immediate feedback and concludes with a post-test and answer key. The time required to complete each module is specified, ranging from 20 to 50 minutes. (JP)

ED 202 534 JC 810 308

Kowalski, Dorcas S. And Others

Health Instruction Packages: Nursing Care Plans. League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—41p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Health Needs, Hospitalized Children, Infants, Learning Modules, *Nursing, Nursing Education, Patients, Two Year Colleges

Identifiers—Cystic Fibrosis, *Health Instruction Exchange, Hydrocephalus, Infant Care, *Nursing Care Plans, Respiratory Diseases

Text, illustrations, and exercises are provided in this set of learning modules to teach nurses and nursing students various patient care skills. The first module, "How to Write a Nursing Care Plan" by Dorcas S. Kowalski, discusses three tasks in developing patient care plans: identifying and prioritizing a patient's needs, gathering information about the patient, and planning methods of meeting the patient's needs. The second module, "Nursing Care of a Child with Cystic Fibrosis" by Grace Perkins, discusses measures to be taken in preventing respiratory infections, complications of respiratory infections, malnutrition, steatorrhea, and heat prostration, which children with cystic fibrosis are prone to develop. The third module, "Feeding the Hydrocephalic Baby" by Vivian Flier, details procedures and methods for holding, feeding, and burping hydrocephalic infants. Each module describes and illustrates procedures, provides reinforcement exercises with immediate feedback, and concludes with a post-test and answer key. The time required to complete the modules is specified, ranging from 10 to 30 minutes. (JP)

ED 202 535 JC 810 309

Dunkleman, Ellie And Others

Health Instruction Packages: Injections.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—59p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Biomedical Equipment, Diabetes, Equipment Utilization, Learning Modules, *Nursing, Nursing Education, *Pharmacy, Two Year Colleges

Identifiers—*Health Instruction Exchange, *Injections (Medicine), Insulin, *Syringes

Text, illustrations, and exercises are utilized in this set of four learning modules designed to instruct nursing students in techniques and equipment utilized for intramuscular injections. The first module, "Equipment for Intramuscular Injections" by Ellie Dunkleman, presents guidelines for selecting needles of the proper length and gauge according to the type of solution to be injected and the area of the body chosen as the injection site. The second module, "Preparation of an Intramuscular Injection from a Drug in Powder Form" by Eva M. Meyer, teaches the student to choose the proper form of medication for an intramuscular injection, select appropriate needles, and liquify powdered medication using a sterile saline solution. The third module, "Intramuscular Injection Technique: Gluteal Area" by Marcia McCormick, details the proper method of injecting a measured amount of medication into the gluteal area of a simulated hip. The fourth module, "Injection of Insulin" by Kathleen Mitzen, identifies the parts of the body used as insulin injection sites and describes a method of preparing the skin for injection. The modules describe and illustrate procedures, provide sequential reinforcement exercises, and conclude with post-tests and accompanying answer keys. The time required to complete the modules ranges from 20 to 30 minutes. (JP)

ED 202 536

Forster, Terry Ann

Health Instruction Packages: Library Research in Health and Nursing—Journal Articles and Using the Library of Congress Subject Headings.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—28p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Indexes, *Information Retrieval, Learning Modules, Library Instruction, *Library Skills, Periodicals, *Subject Index Terms, Two Year Colleges

Identifiers—*Health Instruction Exchange, *Library of Congress Subject Headings

Text, illustrations, and exercises are used in these two learning modules to familiarize allied health students with the use of periodical indexes and the Library of Congress (LC) subject headings. The first module identifies the purpose of periodical indexes, distinguishes between indexes to periodical magazines and scholarly journals, reviews the parts of an index citation, and requires the student to find three articles on a specific health topic in one or more appropriate periodical indexes. The second module teaches the student to conduct subject searches with LC subject headings. This module describes the main subject heading, LC classification numbers which accompany the headings, "see" references, "see also" references, subheadings, and other synthetic features of the LC headings. Each of the modules provides reinforcement exercises with immediate feedback and concludes with a post-test and answer sheet. The first module requires 20 minutes and the second 30 minutes to complete. (JP)

ED 202 537

Baileman, Leslie Miller

Health Instruction Packages: Test-Taking Strategies for the N. L. N. (National League of Nursing) Achievement Tests.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—44p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Allied Health Occupations Education, *Guessing (Tests), Learning Modules, Scoring Formulas, Test Anxiety, *Test Wiseness, Two Year Colleges

Identifiers—*Health Instruction Exchange, *NLN Achievement Tests

As an informational aid for students who are planning to take NLN (National League of Nursing) Achievement Tests, the text and accompanying exercises in this module describe NLN testing procedures and fundamental test-taking skills. After introductory material discussing the importance of mastering test-taking skills, the module describes how to properly fill in the machine-readable answer sheets used on NLN exams and summarizes the NLN test instructions. This is followed by a discussion of the impact of correction factors (or penalties for guessing) on test grading and on the student's test-taking strategy. A method of budgeting available time among test questions is then described, by which the student spends an initial block of time answering questions which s/he finds relatively easy and then returns, as time permits, to answer the more difficult items. The module then discusses the adverse effects of excessive anxiety on a student's test-taking ability and suggests methods of relieving tension while taking the exam. The module concludes with a facsimile NLN Achievement Test which provides the student with an opportunity to apply learned test-taking skills and to practice grading an exam which enforces penalties for guessing. Shorter reinforcement exercises are provided throughout the module. (JP)

JC 810 310

ED 202 538

Kisbey, Betty R. And Others

Health Instruction Packages: Medical Assisting. League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—70p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Business Correspondence, Clerical Workers, Learning Modules, *Pamphlets, Patients, *Records (Forms), *Secretaries, *Technical Writing, Two Year Colleges

Identifiers—*Health Instruction Exchange

Text, illustrations, and exercises are utilized in this set of three learning modules designed to instruct medical secretaries and clerks in various job-related skills. The first module, "Completion of a New Patient Registration Form" by Betty R. Kisbey, details the information which should be included in a new patient registration form; discusses the informational and legal importance of this data; and examines means of collecting this data, such as interviewing the patient or having him/her fill out the form. The second module, "Basic Letter Styles Used in the Medical Office" by Katherine Lorson, identifies the component parts of the business letter and describes the block and modified block letter styles. The third module, "Preparing a Patient Information Brochure" by Rose M. Hall, discusses the information that should be included in an informational brochure designed for the patients of a physician in general practice. Each of the illustrated modules provides sequential reinforcement exercises and concludes with a post-test and an accompanying answer key. The time required to complete the modules ranges from 30 minutes to an hour. (JP)

ED 202 539

Phillips, Gwen And Others

Health Instruction Packages: Cardiac Anatomy.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—98p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Allied Health Occupations Education, *Anatomy, Biomedical Equipment, *Cardiovascular System, *Heart Disorders, Learning Modules, Medical Laboratory Assistants, Nursing Education, Physiology, Two Year Colleges

Identifiers—*Cardiology, *Electrocardiograms, *Health Instruction Exchange

Text, illustrations, and exercises are utilized in these five learning modules to instruct nurses, students, and other health care professionals in cardiac anatomy and functions and in fundamental electrocardiographic techniques. The first module, "Cardiac Anatomy and Physiology: A Review" by Gwen Phillips, teaches the learner to draw and label the parts of the heart and its impulse conduction system and describe the functions of these parts. The second module, "Disorders of Cardiac Conduction" by Mary E. Gotelli, examines the causes of and treatments for four types of atrioventricular conduction disorders and explains how to identify these disorders on electrocardiograms. The third module, "Basic Electrocardiography: The Electrical Anatomy of the Heart" by Sharilyn Robinson, explains how the heart is stimulated to beat and how its activities are represented on electrocardiograms. The fourth module, "Events of the Cardiac Cycle" by William G. Buskirk, describes the functions of the heart muscle and valves at each point of the cardiac cycle. The fifth module, "The EKG Connection: Patient, Lead Wires, and Electrodes" by Judy Coleman, describes electrocardiographic lead wires and their connection to electrodes on the four limbs and chest. The modules provide reinforcement exercises and post-tests. (JP)

ED 202 540

McEnery, Paula

Health Instruction Packages: Dental Assisting.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—85p.

JC 810 312

JC 810 314

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accounting, Allied Health Occupations Education, Bookkeeping, *Dental Assistants, Filing, Learning Modules, *Office Management, *Records (Forms), Supplies, *Telephone Usage Instruction, Two Year Colleges

Identifiers—*Health Instruction Exchange

Text, illustrations, and exercises are utilized in this set of four learning modules to instruct dental assisting students in various office skills. The first module, "Dental Office Telephone Techniques," examines the qualities of a good telephone voice and demeanor and provides guidelines for taking a message and handling various telephone situations. The second module, "Filing Dental Records," details factors to be considered in selecting file cabinets and then discusses the amount of space needed for filing cabinets; methods of handling inactive files; alphabetic, numeric, subject, and chronological filing systems; the use of color codes in filing; and filing procedures. The third module, "Dental Accounting," familiarizes the student with various bookkeeping forms, including the daily record, the business summary page, summary of expenditure sheets, monthly balance sheets, annual summary of expense sheets, ledger cards, accounts receivable age analysis forms, and dental insurance claim forms. The fourth module, "Dental Supplies," explains how to maintain an inventory control card and describes the functions of invoices, credit memoranda, rush order forms, back order forms, and laboratory work order forms. Each of the modules takes 60 minutes to complete, provides reinforcement exercises using sample forms, and concludes with a post-test and accompanying answer sheet. (JP)

ED 202 541 JC 810 315

Lind, Patricia Germano, Catherine

Health Instruction Packages: Permanent Teeth, Dental Deposits, and Dental Instruments. Dientes Permanentes, Depositos Dentales y Instrumentos Dentales.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—161p.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Allied Health Occupations Education, *Biomedical Equipment, Dental Assistants, *Dental Evaluation, *Dental Health, Dental Hygienists, *Equipment Maintenance, *Equipment Utilization, Job Skills, Two Year Colleges

Identifiers—Dental Equipment, *Health Instruction Exchange, Periodontics

These five learning modules use text interspersed with illustrations and reinforcement exercises to instruct dental aide and dental hygiene students about jaw bones and gums, dental deposits, and dental instruments. The first four modules were prepared by Patricia Lind in both Spanish and English. "The Gum and Bone of Permanent Teeth" ("La Encia y el Hueso de los Dientes Permanentes") teaches about the different parts of the gum and their functions, how the bone supports the teeth, and how to distinguish between healthy and unhealthy gums and bone. "Dental Deposits" ("Depositos Dentales") teaches the learner about food, plaque, tartar, and stain deposits. "Dental Instruments for Examining the Teeth" ("Instrumentos Dentales para Examinar los Dientes") describes the dental mirror, explorer, and probe and how these instruments are used in an oral examination. The third module, "Sharpening Dental Instruments" ("Como Afilar los Instrumentos Dentales") underscores the importance of sharpening instruments and shows how to check and sharpen the spoon, spade, hoe, and file. The final module, "Basic Principles of Instrument Sharpening Using Chisels and Spoons" by Catherine Germano, lists the advantages of sharp instruments, identifies the different instrument parts, compares dull and sharp instruments, states the principle objective of sharpening techniques and the method by which an instrument is applied to the sharpening stone, and teaches the student the correct way to achieve a sharp edge. Each module concludes with a post-test and accompanying answer key. (AYC)

ED 202 542

McEnery, Paula

Health Instruction Packages: Office Skills for Dental Assistants.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—127p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Allied Health Occupations Education, Business Correspondence, *Dental Assistants, Learning Modules, Money Management, *Office Management, Payroll Records, Record-keeping, Records (Forms), Two Year Colleges, Typewriting

Identifiers—Appointments, *Health Instruction Exchange

These six modules provide information, illustrations, and exercises to teach dental assisting students a variety of office skills. The first module, "Patients' Records," stresses the importance of patient records to the dental health team, covers all of the items on a patient record, and teaches how to complete patient information cards and general health history forms. The second module, "Practice Typing," provides materials to help the learner develop typing speed and accuracy. The third module, "Business Correspondence," provides information on business and personal letter forms and written communications. The fourth module, "Payroll Records," focuses on payroll record forms, withholding exemption forms, quarterly federal tax returns, withholding tax statements, social security taxes and benefits, and eligibility for the Federal Insurance Contributions Act. The fifth module, "Processing and Handling Money," teaches the learner to complete petty cash vouchers, receipts, and bank deposit slips; describes kinds of check endorsements; and covers personal checking and bank statements. The final module, "Appointment Control," teaches the learner to make appointments efficiently, reserve time for emergency situations, and set up a recall system. The modules contain information, sample forms, exercises with immediate feedback, and post-tests with answer keys. (AYC)

ED 202 543

Hayes, Gary E. And Others

Health Instruction Packages: Dental Personnel.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—86p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adhesives, *Allied Health Occupations Education, Biomedical Equipment, *Dental Assistants, *Dental Health, *Equipment Maintenance, *Job Skills, Learning Modules, Patient Education, Two Year Colleges

Identifiers—*Dental Equipment, *Facebow Transfer Procedure, *Health Instruction Exchange

Text, illustrations, and exercises are utilized in this set of four learning modules designed to instruct non-professional dental personnel in selected job-related skills. The first module, by Gary E. Hayes, describes how to locate the hinge axis point of the jaw, place and secure a bitefork, and perform a facebow transfer. The second module, "Oral Hygiene and Denture Care of an Edentulous Patient" by Marion McCullough, prepares the student to teach a denture patient how to discover and remove materia alba and bacterial plaque from the oral cavity and from dentures. The third module, by Wesley Wallace, describes how to properly replace the drive belt of an engine arm and handpiece dental unit. The fourth module, by Clinton L. Nelson, teaches the student to properly mix zinc phosphate cement for cementation of a fixed dental appliance. Each of the illustrated modules outlines specific behavioral objectives, describes and illustrates procedures, provides sequential reinforcement exercises with immediate feedback, and concludes with a post-test and an accompanying answer key. The time required to complete the modules ranges from 20 to 50 minutes. (JP)

JC 810 316

ED 202 544

White, Douglas And Others

Health Instruction Packages: Instructional Development & Other Information for Teachers.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—99p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Learning, Adult Students, *Behavioral Objectives, *Drug Abuse, Inservice Teacher Education, *Learning Modules, *Objective Tests, Task Analysis, Teacher Education, Test Construction, Test Items, Two Year Colleges

Identifiers—Blossoms Taxonomy, *Health Instruction Exchange

Text, illustrations, and exercises are utilized in a set of five learning modules designed to instruct college faculty and education students in selected instructional development skills, the characteristics of adult learners, and the effects of frequently abused drugs. The first module, "How to Write Structured Response Test Items" by Douglas White, helps the instructor develop skills in writing multiple choice, dichotomous choice, and matching test questions. The second module, "How to Write Behavioral Objectives" by Douglas White, examines the use of Bloom's Taxonomy and task analysis. The third module, "Using a Resource Management Format to Produce Modules" by Darryl Sink, explains how to incorporate a general overview of the purposes of the module, an outline of learning objectives and activities, and a criterion-referenced evaluation methodology when developing learning modules. The fourth module, "The Adult Learner" by Martha Newby, examines the characteristics of adult students and offers guidance in using this information in evaluating and developing courses and programs. The fifth module, "Basic Drug Information for Teachers" by Colleen Wiessner, describes the effects of hallucinogens, stimulants, downers, narcotics, and solvents. Each of the modules, which take 20 to 30 minutes to complete, provide reinforcement exercises and a post-test. (JP)

ED 202 545

Ostrander, Betty And Others

Health Instruction Packages: Pregnancy and Childbirth.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—163p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, *Birth, Clinical Diagnosis, Diseases, Exercise, *Hospitals, Learning Modules, Medical Evaluation, *Medical Services, Nursing Education, Patient Education, *Pregnancy, Two Year Colleges

Identifiers—*Health Instruction Exchange, *Natural Childbirth, Pain, Postpartum Care, Prenatal Care

Text, illustrations, and reinforcement exercises are utilized in these nine learning modules to instruct nurses and expectant mothers in topics related to pre-natal care, labor, and post-partum readjustment. The first module, "Pre-Natal Evaluation" by Betty Ostrander, teaches the nurse to diagnose toxemia of pregnancy. The second module, "Preparation for Childbirth" by Juanita L. Gwynn, describes natural childbirth, labor, the timing of contractions, relaxation exercises, breathing techniques, and effleurage. The third module, "The Labor Experience" by Doris Haak, discusses the physical stages of labor and the physical and emotional reactions of the mother. The next four modules, by Dana Mochel, are "What Happens When Labor Begins," which reviews the signs of true labor and discusses what happens after checking in at the hospital; "In the Labor Room," which details what to expect during labor and delivery at a hospital; "Does Labor Have to Hurt?," which reviews breathing and medical techniques that relieve pain; and "Your Hospital Stay," which describes hospital procedures used in caring for a mother and her baby after delivery. The eighth module, "Getting Back in Shape or Post Partum Exercises" by Ann Hodges, details an exercise routine. The ninth module, "Post Partum Interview" by Caro Van Stryk, is designed to teach nurses the purpose and

JC 810 319

components of such interviews. The modules take from 10 to 30 minutes to complete. (JP)

ED 202 546 JC 810 320

Andrews, Roberta L. And Others

Health Instruction Packages: Record-Keeping in Allied Health.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—64p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Learning Modules, *Nursing, Nursing Education, Observation, Patients, *Record-keeping, *Reports, *Technical Writing, Two Year Colleges

Identifiers—*Health Instruction Exchange

Text, illustrations, and exercises are utilized in this set of four learning modules designed to instruct nurses and nursing students in writing objective clinical reports. The first module, "Nursing Notes in POMR" by Roberta L. Andrews, discusses the four components of a nursing report written under the Problem-Oriented Medical Record System: patient comments; objective clinical observations, such as the pulse rate; the nurse's assessment of the patient's condition; and plans for following up on this assessment. The second module, "Patient Condition Reporting" by Malcolm MacDonald, discusses the writing of patient reports which include personal identifying information, immediate and long-range nursing needs, treatment order changes, equipment requirements, and environmental factors such as desired room temperature. The third module, "Incident Reports" by Gerry Kenny, defines incidents as accidents, thefts, or other abnormal occurrences; examines methods of avoiding hearsay and subjectivity in describing incidents; and follows an incident report through channels. The fourth module, "How to Chart Nurses' Notes" by Kathleen M. Hopkins, discusses the writing of clear, unambiguous clinical observations of patients' health and behavior. Each of the modules provides reinforcement exercises with immediate feedback and concludes with a post-test and answer key. The modules require from 15 to 40 minutes to complete. (JP)

ED 202 547 JC 810 321

Mackey, Dianne Dee And Others

Health Instruction Packages: Behavioral Sciences.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—63p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Allied Health Occupations Education, *Behavior Patterns, *Communication Skills, *Individual Needs, *Interaction, *Interpersonal Competence, Learning Modules, Reinforcement, Responses, *Verbal Communication

Identifiers—*Health Instruction Exchange, Maslow's Hierarchy of Needs, Operant Behavior, Reflecting (Communication), Respondent Behavior, Restating (Communication)

These four learning modules present text and exercises designed to help allied health students understand various elements of positive interaction with people. The first module, "Maslow's Hierarchy of Needs" by Dianne Mackey, defines human needs, presents Maslow's theories, and helps the learner identify behaviors that reflect the presence of specified needs. The second module, "Two Types of Behavior: Operant and Respondent" by Michael J. Paulus, teaches students to distinguish between these two types of behavior and recognize the elements of each in their own behavior. The third module, "Reflecting: A Communication Tool" by Wanda L. Carpenter, teaches the learner to direct back to a message-sender all of the statements that he or she has just made in a manner that will encourage him or her to go on. The fourth module, "Restating or Verbalizing Implied Thoughts and Feelings" by Wanda L. Carpenter, teaches the learner to repeat the main idea implied by the person with whom he or she is talking. Each module states its overall and specific learning objectives and its estimated working time (between 20 and 30 minutes). Exercises are followed immediately with feedback pages and each module concludes with a post-test and

accompanying answer key. (AYC)

ED 202 548 JC 810 322

Jobes, Bob Kinman, Jan

Health Instruction Packages: Health Careers.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—36p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Allied Health Occupations, Allied Health Occupations Education, Learning Modules, *Nursing, *Occupational Information

Identifiers—*Health Instruction Exchange

Text and exercises are presented in these two learning modules which provide basic information about health careers and the nursing process. The first module, "Health Careers" by Bob Jobes, was designed for high school students or the general public. It provides information about the six health career clusters, the services provided by people in health care, the education and training requirements of health careerists, the kinds of places that people in health careers work, and additional sources of information. The second module, "Overview of the Nursing Process: What's It All About?" by Jan Kinman, was prepared for beginning nursing students. It defines and discusses the importance of the nursing process, identifies the five components of the process as defined by Doris Bloch, and teaches the learner to identify the behaviors that are illustrative of each component. Both modules are structured to provide information, practice exercises and immediate feedback. They conclude with a post-test and accompanying answer key. (AYC)

ED 202 549 JC 810 323

Ivor, Faye And Others

Health Instruction Packages: Basic Skills and Competencies.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—110p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Biomedical Equipment, Decimal Fractions, *Equipment Utilization, Learning Modules, Light, *Measurement Equipment, *Medical Vocabulary, *Microscopes, Morphemes, Two Year Colleges, Visualization

Identifiers—Auscultation, *Health Instruction Exchange, Photometry, Stethoscopes

Text, illustrations, and exercises are utilized in a set of six learning modules designed to instruct allied health services students and practitioners in necessary vocabulary skills and in selected job-related competencies. The first module, "Step into Medical Terminology" by Faye Ivor, teaches students to recognize the meaning of selected word roots, prefixes, and suffixes in medical terminology. The second module, by Barry Braverman, explains how to invent and use memory keys in the form of visual images that can help the student remember the meaning of common word roots in the medical vocabulary. The third module, by Charles Afflerbach, describes how to read and interpret gridded scientific scales, such as thermometers, in the decimal system. The fourth module, by John Ferrara, examines the parts and use of the compound light microscope. The fifth module, by William J. Boykin, describes the parts of the stethoscope and details techniques and procedures for its use in auscultating the chest. The sixth module, by Bette Stanley, discusses the basic principles of the nature of light and examines the applications of those principles in photometry. Each of the illustrated modules outlines specific behavioral objectives, describes and illustrates procedures, provides sequential reinforcement exercises with immediate feedback, and concludes with a post-test and an accompanying answer key. The amount of time required to complete the modules varies from 20 to 30 minutes. (JP)

ED 202 550 JC 810 324

Yapundich, Eleanor F. And Others

Health Instruction Packages: The Human Life Cycle.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—70p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aging (Individuals), Allied Health Occupations Education, Community Education, *Death, *Developmental Stages, Emotional Development, *Individual Development, Learning Modules, Older Adults, Physical Development, Social Development, Two Year Colleges

Identifiers—*Health Instruction Exchange

Text, illustrations, and exercises are utilized in these four learning modules to instruct health sciences students and other interested persons in the various stages of human development. The first module, designed by Eleanor Yapundich for associate degree nursing students learning about growth and development, examines the fundamental biological, psychological, and social characteristics of various stages in the human life cycle. It also introduces students to the development theories of Erickson and Freud. The second module, by Antoinette Lenahan, is designed for parents, as well as for students in nursing, child care, and social work. This module examines the interrelation of physical, social, emotional, and intellectual development in children. The third module, designed by Rochelle Stein for the general public, looks at the physiological changes that accompany old age. The fourth module, written by Nadine Eisen for persons facing their death or a death in their family, explains normal psychological responses to one's death and discusses means of coping with these responses. Each of the modules delineates learning objectives, presents information and illustrations, provides reinforcement exercises with immediate feedback, and concludes with a post-test and accompanying answer key. The amount of time required to complete the modules varies with each, ranging from 20 to 30 minutes. (JP)

ED 202 551 JC 810 325

Cathey, Barbara And Others

Health Instruction Packages: Basic Sciences.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—191p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Allied Health Occupations Education, Cancer, Cardiovascular System, Communicable Diseases, *Cytology, Learning Modules, *Nursing Education, *Pathology, *Physiology, Plant Growth, Plant Propagation, Surgery, Two Year Colleges

Identifiers—Acidosis, Alkalosis, Asepsis, Blood, Blood Transfusion, Digestive System, Epidemiology, *Health Instruction Exchange, Nerve Impulses

Text, illustrations, and exercises are utilized in a set of nine learning modules designed to instruct nursing and allied health students in a variety of biological topics. The first module, by Barbara Cathey, discusses cell growth and the proliferation of cells in benign and malignant tumors. The second module, by Eugene Volz, describes the functions of the various types of white blood cells and explains how to identify them under the microscope. The third module, by Oliver H. Duggins, investigates the basic types of neurons and the physiology of a nerve impulse. The fourth module, by Leland Van Fossen, details the functions of the organs along the digestive tract. The fifth module, by Reba Douglass Grubb, identifies the sequential events in the development and transmission of infectious disease. The sixth module, by S. W. Lavinger, describes the parts of flowering plants and the conditions necessary for their growth and development. The seventh module, by Barbara L. Turk, introduces the basic principles of medical and surgical asepsis. The eighth module, by A. Louise Jones, describes the varying presence of antigens and antibodies in differing blood types and examines the types of blood that recipients can receive from donors. The ninth module, by Betty K. Grayson, explains the use of

blood pH levels and arterial blood gas values in diagnosing respiratory and metabolic acidosis and alkalosis. Each module provides reinforcement exercises and a post-test. (JP)

ED 202 552 JC 810 326

Brittenham, Dorothea And Others
Health Instruction Packages: Medical Technology—EEG, Radiology, & Biomedical Photography.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—76

Note—78p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Allied Health Occupations Education, *Biomedical Equipment, *Electroencephalography, Learning Modules, *Medical Technologists, Photographic Equipment, Photography, Radiologic Technologists, *Radiology, Two Year Colleges

Identifiers—Biomedical Photography, *Health Instruction Exchange

Text, illustrations, and exercises are utilized in this set of four learning modules to instruct medical technology students in a variety of job-related skills. The first module, "EEG Technology: Measurement Technique of the 'International 10-20 System'" by Dorothea Brittenham, describes a procedure used by electroencephalograph technicians to locate positions on the patient's scalp where electrodes should be placed. The second module, "Low-Frequency Filtering on the EEG" by Edith McTiernan, details the operation and effects of low-frequency filters on electroencephalographs. The third module, "Right Lateral Decubitus Position—What View Is It?" by Mary G. Watts, teaches radiologic technology students to interpret and recognize gall bladder X-rays taken with the patient lying on his/her right side. The fourth module, "Close-Up Photography Using Extension Tubes" by Stephen K. Peltz, instructs biomedical photography students in securing extension tubes to single lens reflex cameras and in calculating exposure in close-up photography. Each of the illustrated modules provides sequential reinforcement exercises, describes procedures, and concludes with a post-test and an accompanying answer key. The modules are designed to be completed in a specified amount of time ranging from 20 to 30 minutes each. (JP)

ED 202 553 JC 810 327

Lavich, Margot And Others

Health Instruction Packages: Respiratory Therapy.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—91p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Biomedical Equipment, Equipment Utilization, Neurology, Two Year Colleges

Identifiers—Bacteria, *Health Instruction Exchange, Intubation (Medicine), Respiration, Respiratory Diseases, *Respiratory Therapists

Text, illustrations, and exercises are utilized in these four learning modules to teach respiratory therapy students a variety of job-related skills. The first module, "Anatomy and Physiology of the Central Controls of Respiration" by Margot Lavich, describes the functions of the five centers of the brain that control respiration and identifies abnormal breathing patterns that accompany specific respiratory center lesions. The second module, "Troubleshooting an MA-1 Volume Ventilator in Regards to Volume Loss" by Jan L. Yestingsmeier, teaches the therapist to systematically identify and correct the cause of an obstruction, leak, or malfunction of an MA-1 pre-set volume ventilator. The third and fourth modules were prepared by Linda Slater. "How to Perform Oral Endotracheal Intubation on an Adult Manikin" describes equipment and procedures for inserting an endotracheal tube through the mouth, pharynx, larynx, and glottis of a patient after a cardiopulmonary arrest. "Bacterial Surveillance" discusses the conditions and areas favorable to microbial growth, the ways microbes are carried to patients, two methods of obtaining equipment cultures, and an effective system for bacterial surveillance.

Each module details and illustrates procedures, provides sequential reinforcement exercises with immediate feedback, and concludes with a post-test and answer key. The modules take from 25 to 60 minutes each to complete. (JP)

ED 202 554 JC 810 328

White, Stephen J. Lupi, Frances A.

Health Instruction Packages: Physical Therapy.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—77

Note—65p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, Learning Modules, *Medical Services, Patients, Physical Disabilities, *Physical Therapy Aides, Two Year Colleges, Wheel Chairs

Identifiers—Bedridden Patients, *Health Instruction Exchange, Patient Care, *Positioning (Patients)

Text, illustrations, and exercises are used in these two learning modules to instruct physical therapists and others involved in the care of the infirm in methods of comfortably positioning patients in beds and chairs. The first module, "Basic Positioning in Bed and Chair," describes how to position a patient in the upright sitting position and on his/her back, stomach and side. This module discusses the importance of periodically changing the position of bedfast or wheelchair patients and illustrates the utilization of towels and pillows in providing the body support necessary to the maintenance of proper spine, shoulder, and hip alignment. The second module, "Positioning Is Everything in Life," describes the use of pillows and towels in: (1) placing the patient in the semi-prone position (i.e., lying halfway between the stomach and the side while leaning slightly forward); (2) placing the patient in the semi-supine position (i.e., lying halfway between the back and the side while leaning slightly backwards); and (3) positioning a patient in a chair with head and arms supported on a treatment table. Both modules illustrate techniques and procedures, provide sequential reinforcement exercises, and conclude with a post-test and answer key. The first module requires 45 minutes and the second 30 minutes to complete. (JP)

ED 202 555 JC 810 337

Thornton, Maurice

An Analysis of Cuyahoga Community College's Progress at Equal Opportunity Compliance.

Pub Date—81

Note—219p.; Ed. D. Dissertation, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Affirmative Action, Asian Americans, Black Students, College Faculty, College Programs, *Community Colleges, *Compliance (Legal), Court Litigation, Employment Patterns, Enrollment, *Equal Education, *Equal Facilities, *Equal Opportunities (Jobs), Federal Legislation, Females, Hispanic Americans, Majors (Students), Males, Tables (Data), Two Year Colleges, Two Year College Students, White Students

Identifiers—*Adams v. Califano, *Cuyahoga Community College Cleveland OH

Background information and findings are presented for a study of Cuyahoga Community College's (CCC's) progress toward equal opportunity compliance as of 1979-80 and of the interaction between three "subcultures" in the history of this compliance. Chapter I identifies these "subcultures" as the advocates, adversaries, and enforcers of affirmative action. It also defines terms, identifies study questions and limitations, and discusses the legal mandates upon which compliance is judged in the study, i.e., Title VI of the Civil Rights Act of 1964 and its subsequent interpretation in *Adams v. Califano* (1977). Chapter II examines the Adams case and its implications for higher education in Ohio and for public two-year colleges. Chapter III outlines the methods used to determine compliance in the areas of facilities, programs, and employment. Chapter IV presents statistical and narrative findings related to: (1) how CCC facility sites were selected; (2) issues of and barriers to minority access to these facilities; (3) how CCC had overcome these barriers; (4) compliance of construction with equal opportunity regulations; (5) campus and magnet

program enrollment by race and sex; (6) CCC's efforts to increase minority participation; (7) equal employment compliance given current availability of minorities in the employment pool; and (8) the roles of the "subcultures" in compliance. Finally, Chapter V summarizes findings and outlines recommendations. (JP)

ED 202 556 JC 810 339

Baum, Harold J.

General Education or Occupational Programs: Essential, Desired, or Unnecessary.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (61st, Washington, DC, April 20-22, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, College Graduates, College Role, Community Colleges, Demand Occupations, *Educational Needs, *Education Work Relationship, Entry Workers, Futures (of Society), General Education, *Job Skills, *Labor Needs, *Productivity, School Business Relationship, *Technical Education, Two Year Colleges, Underemployment

After discussing the conclusions of a Congressional Budget Office study, which recommended that federal aid be redirected from colleges to secondary programs more directly related to job training, this paper examines the need to plan general and technical education within the framework of national productivity. The decreasing productivity rate of the United States is noted first, as is America's increasing trade deficit and the decline of the domestic auto industry. The exacerbation of these problems by the frequent inability of industry to find workers who are competent in both basic skills and modern job-related technologies is examined prior to a discussion of the need to decrease the time lag between the training needs of emerging industries and curricular offerings. The paper then discusses the growing technological nature of the workplace, noting studies which forecast an increased demand for technically trained workers, increasing competition for middle-level supervisory positions, and a growing number of underemployed college graduates demanding technical training at community colleges. The paper concludes with suggestions urging colleges to: (1) provide basic skills training which will enable semi-literate young workers to compete for entry positions; (2) provide technical retraining for older workers who have not achieved supervisory positions; and (3) form a partnership with industry to align the curriculum with needed job skills. (JP)

ED 202 557 JC 810 343

Davalina, Ramon H.

Administering Adult Education—A Community Based Approach.

Pub Date—May 81

Note—9p.; A Panel Report presented to the College Board Southwestern Regional Making-It Workshop (San Antonio, TX, May 4-5, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, Administrator Responsibility, *Adult Basic Education, *Adult Education, Community Colleges, *Continuing Education, *Cooperative Education, Noncampus Colleges, *Program Administration, Publicity, Two Year Colleges, Vocational Education

Identifiers—*Austin Community College TX

After introductory material warning that the unique circumstances surrounding a college may prohibit it from replicating the administrative tactics of another institution, this paper describes the management and administrative organization of Austin Community College's (ACC's) decentralized adult education program. A brief description of ACC is presented first, which examines ACC's utilization of dispersed governmental and private facilities in lieu of a college-owned campus; the organization of ACC's administrative staff; and the characteristics of ACC's largely adult student population. The remainder of the paper then discusses the management of ACC's Community Campus, which, under the central leadership of an Executive Dean, provides vocational and adult continuing education at 56 locations through three administrative units. These three units are: (1) the Adult Basic

Education Program, which offers courses in citizenship, high school equivalency, and English as a Second Language; (2) the Continuing Education Program, which provides instruction in the areas of vocational skills, licensure, and avocational interests; and (3) Business, Industrial, and Government Training Programs, which oversee cooperative education. For each of these units, the paper describes funding sources, responsibilities of unit administrators, provisions for site supervision, and techniques used to publicize and market the unit's courses. (JP)

ED 202 558 JC 810 347
OAS Inter-American Cooperation in the Field of Technical Education and Vocational Training and Its Future Relationship with the Programs of the Community Colleges of the United States.

Organization of American States, Washington, D.C.

Pub Date—Apr 81

Note—18p; Study prepared for the Annual Convention of the American Association of Community and Junior Colleges (Washington, DC, April 20-22, 1981).

Pub Type—Reports - Descriptive (141) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, *Community Colleges, Developing Nations, *Educational Development, *Educational Research, Financial Support, Foreign Countries, *International Organizations, *International Programs, Labor Force Development, Two Year Colleges, *Vocational Education Identifiers—Caribbean Islands, Latin America, Latin American Studies, *Organization of American States

This four-part report summarizes the efforts of the Organization of American States (OAS) to promote multilateral cooperation in the area of vocational education and then briefly examines the potential role of community colleges in the United States with regard to these cooperative endeavors. Part I delineates the origins, mandates, and funding policies of the OAS Multinational Project on Technical Education and Vocational Training (MPTEVT), which was initiated as part of OAS's Regional Educational Development Program to sponsor projects that enhance vocational education research and training. Part II outlines 20 specific problem areas relating to educational research, manpower training, and curricular innovation that have been or will be addressed by MPTEVT projects during 1980-81 and 1982-83. Part III delineates the specific objectives of a study conducted by the OAS to investigate the status of vocational and technical education in the Caribbean and Latin America and to determine the correlation between job training and employment in OAS countries. Finally, Part IV summarizes the community-based, open-access nature of community colleges in the United States and outlines six suggestions for improved cooperation between these institutions and the OAS. These suggestions focus on increased information exchange and the inclusion of Latin American Studies courses in community college curricula. (JP)

ED 202 559 JC 810 351
Alston, Jerry G.

Preparation for Life after Incarceration.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (61st, Washington, DC, April 20-22, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, College Curriculum, *Community Colleges, *Correctional Education, *Correctional Rehabilitation, Financial Support, Outcomes of Education, Participant Satisfaction, *Prisoners, Program Descriptions, Program Evaluation, Recidivism, Two Year Colleges

Identifiers—*Lee College TX, *Texas Department of Corrections

After presenting a rationale for educational programs within correctional institutions, this paper describes the comprehensive educational program offered since 1965 by Lee College, Texas, to eligible inmates within units of the Texas Department of Corrections (TDC). The paper first discusses the importance of education to felon rehabilitation in light of the benefits of an organized educational program and the strong correlation between educational deficiencies and recidivist criminal behavior. A description is then presented of the TDC pro-

gram's curriculum which, while providing comprehensive occupational instruction, maintains an equal emphasis on humanities and social science courses designed to help inmates face ethical, social, and political issues. Following discussions of attendance policies, class scheduling, and class size, the paper details criteria for inmate eligibility and notes the lower rate of rule violations among inmate/students. The paper then outlines the support services available to students and evaluates the program in terms of: (1) enrollment and graduation statistics; (2) the low rate of recidivism among students who were subsequently paroled; and (3) the favorable attitudes of inmates toward the program. The paper concludes with a discussion of program financial support as derived from tuition, state aid, and the loan of facilities by the TDC. (JP)

ED 202 560 JC 810 356
Allen, Lois R.

Fundamental Algebra: Increasing Mastery and Retention in College.

Pub Date—20 Mar 81

Note—20p.

Pub Type—Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Algebra, Community Colleges, Lecture Method, Problem Solving, *Remedial Instruction, Remedial Mathematics, Student Evaluation, Student Motivation, Student Participation, Student Placement, *Teaching Methods, Testing, Two Year Colleges

Instructional techniques are outlined, as utilized in a remedial algebra course offered at the Community College of Allegheny County. The paper first provides background information concerning the college, the characteristics of its students, the content of the remedial course, and the testing procedures used to place students in the course. The bulk of the paper then describes and provides illustrative examples of several factors that have contributed to course success: (1) careful verification by the instructor that the students have been properly placed; (2) utilization of a lecture/discussion format to involve students in identifying the meaning of a problem, viewing the problem as a whole, employing a flexible approach to its solution, and developing solution strategies; (3) provision for a cumulative review of a student's mastery; (4) student contributions to the solution of a problem; (5) use of surprise quizzes; (6) periodic calculation of students' grade point average as a means of providing feedback; (7) use of procedures which allow students to review old exams, provide feedback after the exam, and allow for instructor comments on test papers; and (8) maintenance of faculty self-esteem through collegial and administrative support. The report concludes with a rationale used in the course to explain the importance of studying mathematics. (JP)

ED 202 561 JC 810 365
Slonecker, William G.

Strengthening Humanities in the Occupational Curricula at Chemeketa Community College.

Pub Date—Feb 81

Note—30p; Paper presented at the American Association of Community and Junior Colleges/National Endowment for the Humanities Conference on Strengthening the Humanities (Los Angeles, CA, February 4-7, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Consortia, Course Descriptions, *Curriculum Enrichment, Educational Research, *Humanities Instruction, Intercollegiate Cooperation, *Interdisciplinary Approach, Literature, Nonmajors, Teacher Attitudes, Two Year Colleges, *Vocational Education Identifiers—*Chemeketa Community College OR Chemeketa Community College's (CCC's) efforts to place a greater emphasis on the humanities within occupational curricula are described in this report. It first relates the background of the rift between humanities and technical faculty at the college, which developed after the introduction of a separate transfer curriculum in 1970 and which resulted in negative attitudes toward liberal arts instruction being held by technical faculty and students. Next, the "Literature for the Technician" course, offered by CCC as a means of circumventing these attitudes, is described. This non-transfer course provides a relaxed class environment in which technical students pursue readings related to their personal and

career lives. The remainder of the paper describes: (1) efforts to coordinate the humanities and technical components of CCC's Visual and Applied Communication Cluster, which includes both the English and Graphic Technology Departments; (2) an interdisciplinary course on the world's oceans, which developed from a Course by Newspaper and which draws from resources in the arts, humanities, and behavioral and physical sciences; (3) the development of a consortium of eight Oregon community colleges to share information on humanities programming; (4) CCC's use of humanities research by the Center for the Study of Community Colleges; and (5) efforts to establish an Applied Arts Center. Syllabi and readings lists are presented for the "Literature for Technicians" and "Oceans" courses. (JP)

ED 202 562 JC 810 368
Pfeiffer, Raymond S.

Final Narrative Report on Nursing Ethics at Delta College.

Delta Coll., University Center, Mich.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—(80)

Grant—NEH-EP-0111

Note—14p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Core Curriculum, Course Content, Course Evaluation, *Curriculum Enrichment, *Ethics, Financial Support, *Nursing Education, Relevance (Education), Student Attitudes, Teacher Attitudes, Two Year Colleges

Identifiers—*Bioethics

This four-part report describes a project undertaken by Delta College to implement two required bioethics courses for nursing students: an introductory course in ethical theories and an advanced course in applications of these theories in nursing. After Part I relates how funding for the project was secured and used, Part II delineates the activities that were part of the Nursing Ethics Project, describing staff training efforts, course organization and activities, faculty workshops, and three consultation visits. Part III discusses the impact of the project, revealing that it has resulted in the permanent addition of the two ethics courses to the curriculum. Finally, Part IV presents a narrative self-evaluation, which summarizes the content of both courses and notes the following problems that were encountered: (1) the lack of a bioethics text requiring the development of a workbook; (2) the initial complaints of students who resented a suddenly added curriculum requirement; (3) difficulties experienced in preparing weekly quizzes; (4) the need to avoid specialized, philosophical terminology; (5) the objections of some nursing instructors that the courses lacked clinical relevance; and (6) the lack of discussion of ethical issues in other nursing courses and the danger of creating a separation between the study of ethics and of nursing. (JP)

ED 202 563 JC 810 369
Slark, Julie Bateman, Harold

Rancho Santiago Community College District Police Image Survey.

Santa Ana Coll., Calif.

Pub Date—May 80

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, *Campuses, Community Colleges, Day Students, *Employee Attitudes, Ethnic Groups, Evening Students, School Personnel, *School Security, *Security Personnel, *Student Attitudes, Tables (Data), Two Year Colleges, Two Year College Students

Interviews with a random sample of 345 day and evening students and 45 staff members were conducted at Santa Ana College (SAC) in March 1981 to determine perceptions of the SAC college community toward the Rancho Santiago Community College District Police Department. The interviewees were asked to indicate: (1) if they had ever interacted with a college police officer and, if so, for what purpose; (2) whether District officers were efficient, courteous, and fair during these encounters; (3) opinions concerning the department's general image on campus; (4) individual attitudes toward the police; and (5) perceived ratings of the importance of police department goals and the degree to

which they have been achieved. In addition, open-ended comments about the police were solicited. Selected findings reveal that 49% of the interviewees had interacted at least once with an officer and that more than half of these respondents rated the officers as efficient (73.9%), courteous (65.2%), and fair (77%). Responses concerning personal attitudes toward the police and the Department's general campus image revealed a wide range of attitudes on a scale of 1 (good) to 5 (poor). While older students tended to have more positive attitudes toward the police than younger students, no attitudinal differences were discerned between ethnic groups, day and evening students, and students and staff. The study report summarizes findings and conclusions. (JP)

ED 202 564 JC 810 372
Mehallis, Mantha Vlahos

Responding to Community Needs through Community Follow-Up. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 81

Contract—400-80-0038

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Community Colleges, Community Study, *Community Surveys, Educational Demand, Educational Needs, *Information Utilization, *Institutional Research, Literature Reviews, *Needs Assessment, *Program Development, Program Evaluation, Research Problems, Student Recruitment, Two Year Colleges

This literature review examines the utilization of community needs assessment data in program planning and evaluation efforts at community colleges. The review first defines and looks at the purposes of community needs assessments, noting that while such studies are purported to facilitate the planning and evaluation of credit and non-credit programs, few studies have led to substantial program changes. After discussing the importance of identifying the needs of subgroups within a community in remaining responsive to all area citizens, the review cites studies which examined the needs of special constituencies, such as women, minorities, and the business community. The application of needs assessment findings to college marketing programs designed to recruit and retain students is considered prior to a review of selected works revealing the limited use made of needs assessment data at community colleges and the importance of incorporating such data in the institutional planning process. Next, the review summarizes prevalent problems in current needs assessment practices, including the lack of clear definitions for "need" and "community," poor data collection and interpretation techniques, and reliance upon data gathering systems that are designed to meet legislatively mandated reporting requirements rather than institutional needs. A bibliography concludes the review. (JP)

PS

ED 202 565 PS 011 429
Calhoun, John A.

The Family Advisory Committee: A Powerful New Tool for Massachusetts.

Pub Date—14 Sep 79

Note—41p; Parts may be marginally legible.

Pub Type—Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Committees, *Family (Sociological Unit), *Government Role, Guidelines, *Policy Formation, Public Policy, Social Agencies, Social Problems, *Social Services, *State Action

Through a review of basic literature in the family policy field, recent state documents and budget submissions, this paper was compiled to give direction to the Massachusetts Advisory Committee on Families. The formation of the Committee is examined in Part One of this paper and it is argued that the committee should not engage in endless family policy debates but should serve as an instrument through which all state-funded activity is viewed.

Part Two is a summary of the basic literature. Reasons why the family has been neglected, why social services are in confusion and why, to the detriment of both children and their families, attention has been focused primarily on the child are traced. Part Three explores why the family is currently the subject of much national and international concern. Parts Four and Five provide, first, a framework of principles work and, second, a detailed set of sample questions the Committee might ask of each State Agency during and as an integral part of the State's annual budget cycle. (Author/RH)

ED 202 566 PS 011 915
Bowermaster, Janet

Classroom Management and Learning in Elementary Schools.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Contract—400-78-0008

Note—47p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820 (Catalog No. 192, \$3.00)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Discipline, Elementary Education, *Elementary School Teachers, Instruction, *Learning, Literature Reviews, Planning, *Student Behavior, Student Role, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, Teacher Role, Teaching Methods

This paper reviews recent literature on classroom management, focusing specifically on teachers' techniques for organizing students, space, time and materials in order to keep a class running smoothly so that learning can take place. Four main areas of classroom management research which are relevant to elementary school teachers are identified and discussed. The first area deals with advance planning of classroom logistics. The second involves preparing students for their classroom role. The third concerns teacher management behaviors involved in minute-to-minute classroom interactions with students. The final area deals with the characteristics of formal lesson structures that affect management behaviors. As each area is reviewed, management methods suggested by the research are described. (Author/MP)

ED 202 567 PS 011 927
The Child Development Associate: Resources for CDA Trainers.

Child Development Associate Resource Center, Champaign, Ill.; ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 81

Contract—105-78-1012; 105-79-1003; 400-78-0008

Note—125p.

Available from—CDA Resource Center, College of Education, University of Illinois, 1310 S. Sixth St., Champaign, IL 61820 (For selected items in this collection).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Caregivers, *Competency Based Teacher Education, Cross Cultural Training, Early Childhood Education, Guidelines, Postsecondary Education, *Preschool Teachers, *Resource Materials, Trainers, *Training, Training Methods

Identifiers—*CDA, CDA Credential, CDA Portfolio, Child Development Associate

Intended for use by trainers of candidates for the Child Development Associate (CDA) Credential, this collection consists of resource materials issued by the CDA Resource Center, University of Illinois, between winter 1978 and winter 1980. Part I, the Introduction, provides background information about CDA objectives, components of the CDA program, benefits of participating in the CDA pro-

gram, CDA training, eligibility requirements for CDA, and assessment of CDA candidates. Part II consists of eight CDA bulletins that cover issues such as planning a successful workshop, teacher centers, burn-out, strengthening personal capacities, college based CDA training, and the roles and responsibilities of the CDA trainer. Additional resources for the CDA programs are provided in Part III. These include annotated lists of journal and magazine articles, newsletters, ERIC documents and books useful in multicultural CDA training, preparing a CDA portfolio, and teaching each of the CDA competencies. (Author/MP)

ED 202 568 PS 011 970
Holman, Jacqueline

The Impact of Television During Early Childhood. Australian Early Childhood Resource Booklets, No. 5.

Australian Pre-School Association, Canberra.

Pub Date—80

Note—21p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, Child Caregivers, Children's Television, *Cognitive Development, Foreign Countries, Guidelines, *Parent Role, *Physical Development, Prosocial Behavior, *Social Development, Television Research, *Television Viewing, *Young Children

Identifiers—Australia

Some studies have suggested that TV encourages a variety of problems such as malnutrition, drug consumption, poor consumer habits, and violence. Others have argued that TV is a window to the world, promoting knowledge, cultural experiences and positive social values. This article examines some of these controversial claims and evaluates the impact of television on the young child. The following questions are considered: how much TV do children watch? is there a need to worry about the amount and type of viewing? does television encourage negative values such as aggression and the desire for unnecessary or harmful products? what are the positive effects of TV viewing? and how can parents and caregivers facilitate the wise use of television? (Author/MP)

ED 202 569 PS 012 028
Butler, Lenora F. Miezitis, Solveiga

Releasing Children from Depression: A Handbook for Elementary Teachers and Consultants.

Ontario Inst. for Studies in Education, Toronto. Pub Date—80

Note—56p; Profiles in Practical Education/12. Available from—OISE Press, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario Canada M5S 1V6 (Paper, \$4.95).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Case Studies, Classroom Environment, *Consultation Programs, *Depression (Psychology), Elementary Education, *Elementary School Students, Guidelines, *Intervention, Parent Participation, Problem Children, Program Implementation, *Teacher Role

Identifiers—*Teacher Mediated Intervention Model

This handbook offers specific strategies and techniques that teachers and consultants have used successfully with depressive children in the classroom. "Depressive" children are described as those who have low self esteem, poor social skills, few friends and a generally unhappy existence but whose behavior is not sufficiently unsettling to warrant referral to a school psychologist or counselor. Identification of depressive children through their behavior in the classroom is discussed, and strategies the teacher can use to modify children's maladaptive behaviors are suggested. The Teacher-Mediated Intervention (TMI) model, which was developed for teachers and consultants to implement together in order to bring about changes in the child's behavior, is presented. The role of the consultant in the TMI model is described. The way the process of implementation typically unfolds is outlined. A list of seven intervention techniques for four case studies that illustrate the TMI model both at school and in the home are reported. (Author/MP)

ED 202 570 PS 012 130

Maher, Carolyn O'Brien, John J.

Piagetian Operative Level Related to Horizontal-
ity and Its Influence on Short-Term and Long-
Term Memory.

Pub Date—Apr 81

Note—27p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Children, Cognitive
Ability, Cognitive Processes, *Developmental
Stages, Measures (Individuals), *Memory, Middle
Schools, Performance Factors, *Problem Solv-
ing, *Spatial Ability, Visualization

Identifiers—Horizontal (Concept), *Piagetian
Theory

A study designed to test the Piagetian theory that distinct stages in the organization of memory relating to horizontality correspond to successive stages in operative level was conducted with 154 twelve- to fourteen-year-old subjects. Loglinear and path analysis models were used to describe the association between operative level and spatial memory clinically assessed initially and again 6 months later. The analysis revealed a significant correlation between the two operative assessments and the two memory assessments. Subjects assessed as operative initially on an angle measure task had 2.6 times the odds of both correct initial and correct 6-month memories as those who were assessed as non-operative. Subjects assessed as operative initially on a bottles task had 8.7 times the odds of correct memory at 6-months as those who were not. Subjects assessed as operative initially on both tasks had 22 times the odds of correct memory at 6-months as those who were assessed as non-operative in both assessments. (Author/MP)

ED 202 571 PS 012 131

Monroe, Marian

Developmental Day Care: It's Value and Cost
Benefits.

Texas State Dept. of Human Resources, Austin.

Pub Date—[81]

Note—35p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development Centers, Com-
munity Benefits, *Cost Effectiveness, *Day Care,
Early Childhood Education, *Educational Ben-
efits, *Financial Support, Literature Reviews,
*Program Effectiveness

This paper presents arguments for subsidizing developmental day care (preschool intervention) programs, which have as their goal helping children function competently in society and which include some types of assistance to the children's families. The growing need for day care and the inability of many families to pay for it, both in Texas and in the rest of the country, are pointed out. An extensive review of research identifies benefits to participating children and families, commonalities among effective preschool programs, and monetary savings or revenues generated by such programs which offset the costs of day care. The topics of research examined include the likelihood of harmful effects from out-of-home care; the intellect of children in day care, school performance, socialization, and health; family benefits; community changes, program specific factors, and economic factors. An analysis of the research reveals that young children who participate in developmental day care can develop as competently as their home-reared peers. In addition, programs with the intervention potential of developmental day care can result in substantial monetary savings and in fact generate revenue. The implications discussed include the social reality and necessity of day care, the need for more unity and organization in the provision of day care, the program characteristics important to effective day care, and the need for more subsidized day care for low-income families. It is concluded that developmental day care is cost effective, beneficial to children and families, and necessary. (Author/JA)

ED 202 572 PS 012 139

Jennings, Kay D. Suwalsky, Joan D. T.

Egocentrism and Social Competence with Peers.

Pub Date—Apr 81

Note—11p.; Paper presented at Biennial Meeting of the Society for Research in Child Development (Boston, MA, April, 1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chronological Age, Conflict, *Ego-
centrism, Friendship, Helping Relationship, *In-
terpersonal Competence, Mental Age, *Peer
Relationship, *Preschool Children, Preschool
Education, *Sex Differences, *Test Validity

Identifiers—Decentering (Psychological),
McCarthy Scales of Childrens Abilities, Social
Participation

The relationship between egocentrism and five components of social competence (decentering ability, social participation, helping behavior, conflict resolution, and egocentric speech) in young children was examined in this study. Measures of egocentrism, intelligence and social competence were obtained for each of 100 three-year-old children paired in 50 dyads. Egocentrism was assessed by seven frequently used tests of egocentrism and intelligence was assessed using McCarthy Scales of Children's Ability. Social competence was assessed by observing each child playing with a friend (generally of the same sex) for 30 minutes in a room that was furnished as a miniature nursery school. Each child's play behaviors were videotaped from behind a one-way mirror and then were categorized by both time unit and discrete social acts. Among the results it was found that in comparison to less egocentric subjects egocentric children were no less social in their play and no less able to integrate their own play ideas with those of their peers. Although level of egocentrism showed a greater relationship to social competence than did level of intelligence, the only significant relationship was with helping behaviors; less egocentric children helped each other more, gave each other more things, and tended to use less egocentric speech. Girl dyads who did better on the egocentrism tests tended to use less egocentric speech and to have fewer conflicts than boys. It was concluded that the results raise questions about the construct validity of egocentrism. (Author/MP)

ED 202 573 PS 012 140

Simons, Jenny

Preschools and Montessori Preschools: A Dis-
cussion.

Nursery School Teacher's Coll., Newtown (Aus-
tralia).

Report No.—ISBN-0-908494-01-7

Pub Date—80

Note—41p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Educational
Methods, Educational Objectives, *Educational
Practices, Educational Principles, Educational
Research, Foreign Countries, *Preschool Cur-
riculum, *Preschool Education, *Teacher Educa-
tion, *Teacher Role

Identifiers—*Australia, Montessori Method,
*Montessori Preschools

A comparison of regular preschools and their teachers with Montessori preschools and their teachers is made in order to assess the advisability of introducing Montessori teacher education in an Australian teacher education institution. The comparison involves a discussion of general educational objectives, curriculum, teacher education, the role of the teacher in the classroom and other educational and management issues in both kinds of preschool. Also discussed are the place of the Montessori method in early childhood education today and the persistence of Montessori schools. It is concluded that, to the extent that present day Montessori schools adhere to the original Montessori educational objectives, methods and materials (to the neglect of recent advances in theories of child development, child discipline and teacher training) those schools must be inadequate learning environments for today's young children. It is further concluded that there is no place for a traditional Montessori teacher education program in Australia. Appended materials include statements of the Montessori method, principles and code of ethics; guidelines for teachers and visitors observing Montessori classrooms; a brief profile of one Montessori school; and an annotated bibliography of publications about

Montessori education. (Author/RH)

ED 202 574 PS 012 162

Carter, Herman

Evaluation of the Follow Through Title I Expan-
sion Program.

Philadelphia School District, Pa. Office of Research
and Evaluation.

Report No.—8143

Pub Date—Mar 81

Note—35p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Class-
room Environment, *Parent Participation, Pri-
mary Education, Program Evaluation, School
Health Services, *Staff Development, Tables
(Data)

Identifiers—California Achievement Tests, Phila-
delphia School District PA, *Project Follow
Through Expansion Program

The Follow Through Title I Expansion Program involving kindergarten through third-grade classes in 28 schools in Philadelphia District 1-7 was evaluated in 1979-1980 in the areas of classroom process/implementation, achievement, parent involvement, staff development and supportive services. The evaluation report consists of 22 tables of data with accompanying summary statements. (Author/RH)

ED 202 575 PS 012 164

Bane, Mary Jo And Others

Focus on the Family: New Images of Parents and
Children in the 1980's.

Wheelock Coll., Boston, Mass. Center for Parenting
Studies.

Pub Date—Mar 80

Note—62p.; Proceedings of the "Focus on the
Family" Symposium (Boston, MA, March 15,
1980).

Available from—Wheelock College Center for Parenting
Studies, 200 The Riverway, Boston, MA
02215 (\$4.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Children, *Demography, *Family
(Sociological Unit), *Family Relationship, Family
Structure, *Fathers, Parent Child Relationship,
*Parent Role, *Role Conflict, Socialization, Soci-
ocultural Patterns

The present and future of the American family are discussed in a collection of four papers. The first paper, by Mary Jo Bane, identifies trends in demographic and structural features of families, including fertility rates, marriage trends, divorce rates, household headship rates, and the proportion of women in the labor force. Societies' changing expectations and images of fatherhood are examined in the second paper, by James A. Levine. The third paper, by Carol Gilligan, discusses the changing nature of relationships between men and women in the 1980's, especially with respect to cooperation and conflict. In the last paper Michael Lamb focuses on the parental roles implicit in several nontraditional family styles, such as dual career/dual worker, single parent, and role-sharing families, and reviews the effects of paternal involvement on child development. (Author/JA)

ED 202 576 PS 012 165

Baruch, Grace K. And Others

Case Studies of Screening Programs for Young
Children.

Massachusetts State Dept. of Education, Boston.
Div. of Special Education.

Pub Date—[78]

Note—50p.

Pub Type—Guides - Non-Classroom (055) — Re-
ports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Early Childhood Edu-
cation, *Identification, Intervention, *Kindergar-
ten, *Learning Disabilities, *Learning Problems,
Outreach Programs, *Preschool Education, *Pro-
gram Implementation, Screening Tests, Staff
Role, State Programs

Identifiers—Massachusetts, *Screening Programs

This collection of five case studies reveals how screening programs for preschool and kindergarten children are currently being implemented in the Commonwealth of Massachusetts. Programs in a variety of communities—large and small, rural, urban and suburban—are portrayed. The screeners interviewed were chosen in part because they also vary in the nature of their background and experience

and in the way their positions are structured. Some are responsible only for the screening of 3- and 4-year-olds; some also are responsible for kindergarten screening. The first case presented is the most complex and complete, while others highlight variations and special aspects such as screening for speech and language problems and bilingual screening. In each case topics such as planning, outreach, organization and procedures, instruments, reporting, and the screener's role are discussed. In order to clarify issues related to screening, educational evaluations and intervention programs are discussed briefly. A commentary in which special problems and issues are discussed follows the five case studies. The appendix provides a list of screening instruments, including addresses of publishers. (Author/RH)

ED 202 577 PS 012 168
Linn, Marcia C.

Male-Female Differences in Formal Thought.
Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81
Grant—SED-79-19494

Note—42p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Attitude, *Children, Feedback, High Schools, Junior High Schools, *Logical Thinking, Mathematics, Opinions, *Prior Learning, Problem Solving, Science Education, Scientific Literacy, *Sex Differences, Sex Role, Socioeconomic Status, Spatial Ability

Identifiers—*Formal Operations
Two studies were conducted to clarify the influence of experiences and aptitudes on male-female differences in formal thought. Participants were 788 seventh-, ninth-, and eleventh-graders in three school districts differing in location, socioeconomic composition, and course offerings. Formal thought was measured with tasks involving proportional reasoning and predicting displaced volume. The ability to predict displaced volume was measured by an eight item paper-and-pencil test called the Water Glass Puzzle. Subjects' responses were categorized according to four strategies of response derived from protocols for a similar task. To measure proportional reasoning, the Balance Puzzle was used to present 13 problems. Response choices reflected one of four inaccurate strategies or the correct strategy for solving the puzzle. Experience with math and science was assessed in two ways: (1) students indicated how many years of math and science courses they had taken, and (2) the socioeconomic composition of the school (which was related to math and science offerings) was established from principals' reports. Vocabulary, Letter Series, Find a Shape Puzzle, Paper Folding and Water Level tests were used to assess aptitudes. Anticipated male-female differences in formal thought emerged in the data. It is concluded that aptitude measures are not sufficient to explain why males choose accurate strategies more frequently than females do. (Author/RH)

ED 202 578 PS 012 171
Baden, Clifford, Ed.

Children and Divorce: An Overview of Recent Research.

North Carolina Univ., Chapel Hill, Dept. of Maternal and Child Health.

Pub Date—80
Note—164p.

Available from—Wheelock College Center for Parenting Studies, 200 The Riverway, Boston, MA 02215 (Paper, \$12.00).

Pub Type—Collected Works - General (020)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, Child Rearing, *Children, Cognitive Development, Court Role, *Divorce, *Family Life, *Family Structure, National Surveys, One Parent Family, *Parent Child Relationship, Role Conflict, Social Development

The effects of divorce on children are the subject of this collection of eight papers by authors from several disciplines. The central theme of Albert Solnit's paper is that divorce means dissolution of the family as well as the marriage. The role of the courts in custody and visitation issues and the effects of conflicts on the children are described. The effects of divorce on the relationship between the child and

the noncustodial parent are examined in Judith Wallerstein's study, which focuses on the relationship at three different junctures—prior to divorce, 13 months after parental separation, and 4-5 years after divorce. Adolescents' views and reactions to divorce are discussed by psychotherapist Lora Heims Tessman. Urie Bronfenbrenner discusses current developments in the structure and status of the American family. A longitudinal study of the effects of divorce on the social and cognitive development of children is presented in a study by E. Mavis Hetherington. Robert S. Weiss' article is based on data collected in a series of studies that examine the organizational changes of divorced single-parent households and the consequences of these changes for children. The effects of child care involvement on the lifestyles of young divorced men are explored in a study by Harry Deshet and Kristine M. Rosenthal. Finally, in a report by Nicholas Zill, the discrepancy between the clinical perspective and the findings of many field studies concerning the effects of marital conflict and divorce on children is analyzed using the results of a national survey of children. (Author/JA)

ED 202 579 PS 012 177
Reis, Janet

A Preliminary Study of Mother's Socialization Practices as Related to Type of Maternal Employment.

Pub Date—Nov 80
Note—28p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Rearing, Children, Comparative Analysis, *Employed Women, *Homemakers, *Job Satisfaction, *Mother Attitudes, Mothers, Observation, Parent Child Relationship, *Parent Role, Questionnaires, Socialization, Work Attitudes

An exploratory study of working and nonworking mothers' teaching styles, attitudes toward child rearing, and attitudes toward work was conducted with 100 mothers of 7- and 10-year-old girls and boys. Forty-four of the mothers worked outside the home and 56 did not. Comparisons of self-reported attitudes toward child rearing showed working mothers to be more discipline oriented and more satisfied with their employment status than nonworking mothers. Comparisons of measures of the mothers' game playing behavior with their children showed nonworking mothers to be both more competitive and more cooperative than the working mothers. However, working mothers gave, accepted, and sought significantly more information in the course of playing the game than did nonworking mothers. Observed differences between the two groups are interpreted as supportive of an adaptive relationship between mothers' economic responsibilities and child socialization techniques. (Author/MP)

ED 202 580 PS 012 179
Francis, Patricia L. And Others

Imitation Within the Context of Mother-Newborn Interaction.

Pub Date—Apr 81
Note—11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 22-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Imitation, Infant Behavior, *Mothers, *Neonates, Observation, *Parent Child Relationship, *Social Development

Identifiers—Gestures, Vocalization
Two studies were conducted to examine (1) 1- to 3-day-old infants' imitation of their mothers, and (2) mothers' imitation of their newborn infants. For the infant imitation study, 30 mothers and their infants served as subjects. Two observers stood behind the mother to view the infant's face while the mother presented one of the following gestures: tongue protrusion, mouth opening, lip protrusion, and shifting the eyes to the infant's left. Results indicated that more infant responses occurred during the phase following the maternal gestures than during a 5-second baseline phase preceding stimulus presentation. For the mother imitation study, 24 healthy mother-newborn pairs comprised the sample. On each of the first three days following delivery mother-infant pairs were videotaped in a non-feeding interaction for approximately 5 minutes. Mother-infant interactions were coded for three types of maternal imitation: vocal, gestural and

visual. Also, separate codings were made of infant visual regard toward the mother's face. Results of the first study indicate that the infants did not imitate their mothers. Findings of the second study indicate that this sample of mothers imitated their newborn infants. Additionally, correlations between maternal imitation and infant visual regard changed from significantly negative to significantly positive across the first three days of the infant's life. It is concluded that these early imitative episodes serve important functions within mother-infant interaction and provide foundations for later turn-taking. (Author/RH)

ED 202 581 PS 012 183
Fagen, Jeffrey W. And Others

Reminiscence Following Reactivation of Infant Memory: What a Difference a Day Makes.

Pub Date—Apr 81
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conditioning, *Infants, Memory, *Motor Reactions, *Retention (Psychology), *Time Factors (Learning)

Identifiers—*Reminiscence
This paper describes a series of studies investigating the effects of memory reactivation in early infancy. Twelve-week-old infants were taught a footkick response by having one leg tied to an overhead crib mobile so that each footkick produced movement of the mobile (reinforcer). Retention of the footkick response was assessed after 6, 8, and 14 days and rates of forgetting were determined. The effects of memory reactivation in counteracting the forgetting were then examined. Reactivation consisted of placing the infants under the mobile without attaching the ribbon to their leg, so that they could be exposed for 3 minutes to the reinforcer (movement of the mobile) independent of their response (footkick). Results showed that this reactivation was sufficient to bring the level of footkicks back to its level on the original retention test immediately following initial training. Further results showed that the effects of reactivation were greatest at 24 hours after reactivation. Thereafter, forgetting was shown to occur at about the same rate as the forgetting of the initial learning. Further investigation showing that reactivation was facilitated by periods of sleep was interpreted as suggesting that infant memory is more accessible for reminiscence during periods of minimal interference. (Author/JMB)

ED 202 582 PS 012 184
Gulley, Beverly Eichholz, Barbara

The Daily Log: A System of Communication Between Home and Child Care Centers.

Pub Date—[80]
Note—10p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care Centers, Early Childhood Education, *Infant Behavior, *Parent Teacher Cooperation, *Recordkeeping, Records (Forms)

This paper indicates the benefits obtained when child care center staff use a daily log to record the activities of infants in care. Designed to provide parents with information about their child's activities, the log consists of entries such as time of feedings, food consumed, diaper changes, stimulation, play, sleep periods, crying periods, and any other activities considered to be of significance to the welfare of the child. Among several benefits indicated, it is noted that use of the daily log helps to increase the amount of time spent on stimulation activities while insuring that essential physical needs of the child are not neglected. A sample copy of a log sheet is included in the paper. (Author/RH)

ED 202 583 PS 012 185
Walker, Arlene

Intermodal Perception of Affect Expressions by Infants.

Pub Date—Apr 81
Note—20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30 - May 2, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Attention, *Auditory Perception, Early Childhood Education, Films, *Infant Behavior, Infants, *Visual Perception

Identifiers—Facial Configuration, *Intermodal Perception, Voice Qualities

Four experiments (E1, E2, E3 and E4) investigated whether or not 5- to 7-month-old infants could detect auditory-visual relationships in audiovisual presentations of affective expressions, thereby perceiving the bimodally-presented expressions as unitary events. In E1, 16 infants were simultaneously shown two 2-minute films of a "happy" and a "neutral-to-serious" woman. During the presentation of the two filmed facial expressions, a single sound track was played. Each infant viewed the two films twice, one time with the sound track from the happy film and once with the neutral sound track. Visual fixation was recorded. A second group of infants was shown the two filmed facial expressions simultaneously but without an accompanying sound track. Infants viewing the silent films showed no significant differences in attention to either of the films. Infants viewing the sound films showed a preference for the happy film but also looked longer at the film accompanied by sound, whether the image projected was happy or neutral. Variations of E1 were conducted in E2, E3 and E4: E2 eliminated the silent film condition and presented happy and sad expressions; E3 eliminated synchrony between lip movement and audible speech; and E4 presented happy and angry expressions, half of which were presented upside down. In general, results were as in E1, except that infants increased their looking time while viewing the asynchronous sound film and showed no difference in looking time when films were presented upside down. It is concluded that 5- to 7-month-old infants detect information that is invariant across optic and acoustic displays of a single, affective expression. (Author/RH)

ED 202 584

PS 012 186

Dodge, Kenneth A.

Social Competence and Aggressive Behavior in Children.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Spencer Foundation, Chicago, Ill.

Pub Date—Apr 81

Grant—BRSG-507-RR-07031

Note—29p.; Paper presented to the Midwestern Psychological Association (Detroit, MI, May 1, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aggression, *Children, *Conflict Resolution, Cues, Hostility, Interpersonal Competence, Responses, *Social Behavior, *Social Cognition

A model describing the cognitive processes in which a child must engage in order to respond competently in social situations is presented in this document as the framework for several series of studies dealing with provocation by peers. A major tenet of the model is that in order to perform competently in a social situation the child must first process cues in an orderly fashion. According to the model, children come to a particular social situation or task with a data base (their memory store) and a set of programmed directives (goals), and they receive as input from the environment a set of social cues. Their behavioral response to those cues occurs as a function of their progression through several cognitive steps. Each sequential step is a necessary but insufficient part of competent responding. Effective or competent behavior occurs only following the successful completion of all steps. A series of studies is described which investigate this model of social cognitive processing as it applies to boys' aggressive behavior. Results indicate that aggressive boys are more likely than nonaggressive boys to interpret a peer as hostile and to act in hostile ways. Furthermore, selective recall of hostile cues is a significant predictor, or mediator, of an interpretation of peer hostility. (Author/JA)

ED 202 585

Engle, Patricia L. Butz, William P.

Methodological Issues in Collecting Time Use Data in Developing Countries.

Pub Date—Apr 81

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Labor, Child Rearing, Developing Nations, Employed Women, *Methods, *Observation, *Recall (Psychology), Reliability, *Research Problems, *Social Science Research, Validity, *Working Hours

Identifiers—*Time Use Data, Time Utilization

Problems of developing countries that could be addressed with studies of time use are identified and associated methodological issues are discussed. Time use studies investigate how individuals allocate time among various activities. Such studies have revealed sex and age differences in time spent at work among adults and children of various societies, thus providing a view of the extent of women's and children's work and a perspective on the choices women make about their children when time is scarce. However, in order to meet quality standards in the quantitative social sciences, more stringent efforts must be made to improve the quality of time use data being collected. As a step toward this end, ten time use studies from developing countries using three kinds of methodology (observation, sequential recall and activities recall methods) are examined and ranked in terms of 12 methodological issues. Issues raised include problems of reliability, validity, coding, justifications for age classifications of children, sample coverage and quality of time use. Methodological improvements for time use studies are suggested. (Author/RH)

ED 202 586

PS 012 188

Lytton, Hugh Watts, Denise

Continuities and Discontinuities in Cognitive and Social Characteristics From Age 2 to Age 9.

Pub Date—Apr 81

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Cognitive Development, Foreign Countries, *Individual Characteristics, Infants, Longitudinal Studies, Males, *Mothers, *Prediction, *Social Development, *Twins

Identifiers—Canada, *Continuity, Crichton Vocabulary Scale, Discontinuity, Peabody Individual Achievement Test, Ravens Coloured Progressive Matrices, Singletons

Stability of child and mother characteristics and the predictability of children's cognitive competence and affective characteristics were investigated as part of a longitudinal study. At 2 years of age, 46 sets of male twins and their parents were observed in the home and were rated for attachment, independence, compliance and conscience on the basis of interviews with the mother. At approximately 9 years of age 35 of the twin pairs were followed up both at home and at school. Mothers were interviewed on their perceptions of their children and their child-rearing practices and the children were administered Raven's Coloured Progressive Matrices, the Crichton Vocabulary Scale and the Peabody Individual Achievement Tests. Measures such as dominance, cooperation, and conflict were derived from videotaped structured family interaction tasks. The stability of the characteristics of mothers and their sons was assessed by correlating the ratings made at 2 years of age with the ratings of the corresponding traits at age 9. A more limited follow-up of singleton children and their mothers was also conducted. When twin and singleton data were combined, cognitive characteristics were found to be both stable and predictable from toddlerhood, but significant prediction of social characteristics from the child's own traits at 2 years of age was rarer and weaker. Mother's child-rearing practices and attitudes, when the child was 2, were somewhat more predictive of the child's social trait ratings at approximately 9 years of age. (Author/RH)

PS 012 187

ED 202 587

Nucci, Larry P.

Forms of Social Interaction and Domains of Social Understanding.

Pub Date—Apr 81

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Behavior Problems, Children, Developmental Stages, Elementary Education, *Interaction, *Moral Development, Preschool Education, Social Cognition, *Social Development, Social Influences, *Student Reaction, *Teacher Response

Identifiers—Breaching Episodes, *Constructivism, Piagetian Theory

The five observational studies reported in this paper provide consistent and interlocking testimony for the view that moral events differ qualitatively from social conventional events, and that these two aspects of the social world are associated with qualitatively differing individual-environment interactions. Each of the five studies focuses on social interactions revolving around transgressions or cultural breaches and individuals' attempts to repair breaches. Observations were made in school settings among preschool teachers and children in the United States and the Virgin Islands, among elementary school students in Chicago, and in free-play settings on playgrounds. All of the studies provide support for the proposal that morality and convention constitute aspects of distinct conceptual and developmental systems. In particular, the findings indicate that social interactions in the context of moral events stem from the intrinsic features of acts as they affect the rights or well-being of others, while interactions in the context of conventions focus on aspects of the social order. In conclusion, it is urged that, as social developmental research is largely conducted in a constricted range of social contexts, one high priority of future research should be the extension of observational studies to the examination of social interactions in a number of varied cultural settings. (Author/RH)

ED 202 588

PS 012 190

Martin, John A.

The Impact of Children's Influence Attempts on Conflict in the Family.

Pub Date—Apr 81

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Behavior Patterns, *Conflict, *Influences, Interaction, Mothers, *Parent Child Relationship, Prediction, *Preschool Children, Preschool Education, *Sex Differences

Identifiers—*Child Influence

To see if mother-child conflict and mother firmness in conflict situations could be predicted from previous measures of the level of young children's attempt to influence their mothers, a study was conducted among 27 boys and 25 girls who were observed at 33 and 45 months of age. Information about the 33-month-old children's influence attempts came from two observational situations in which the mother was busy filling out a questionnaire and the child had nothing to do. Piloting of these two "nothing-to-do" situations demonstrated that positive and negative child influence attempts could be reliably categorized as belonging to one of six types, such as Hug/Hold (positive attempt) or Nag/Demand (negative attempt). At both data gathering sessions questionnaires presented to mothers focused on a number of hypothetical conflict situations, some of which were age-specific. Mothers were also asked about the frequency of and their typical responses to the conflict situations presented in the questionnaires. Multiple regression analyses were performed separately for boys and girls. Among the results, for boys high levels of both positive and negative influence attempts are associated with increases in the degree of mother-child conflict reported by the mother. For girls negative influence attempts are associated with increased reports of conflict, whereas positive influence attempts are not. (Author/RH)

ED 202 589 PS 012 191

Thompson, Earl T. And Others

Effects of Parity and Time on Maternal Attitudes in the Neonatal Period.

Spons Agency—Public Health Service (DHEW), Rockville, Md.

Pub Date—Apr 81

Grant—NU-00677

Note—11p; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Child Rearing, *Mother Attitudes, Mothers, *Neonates, *Parent Child Relationship, Self Esteem, *Time Perspective

Identifiers—Maternal Self Concept, *Parity

The effects of parity (the number of children a mother bears) and time on the formation of maternal attitudes in the neonatal period are investigated in this study. Subjects were medically normal women, 47 multiparae and 37 primiparae, who delivered healthy, full-term infants. Each woman completed a battery of eight attitude questionnaires at 1-2 days following delivery and again at 4-6 weeks postpartum, as a measure of attitudes toward self as mother, toward the infant, and toward childrearing. Results demonstrated that both parity groups increased in self-confidence across time, with the primiparae sample showing the greater gain; however, multiparae rated themselves more confident than primiparae at both time points. In addition, results indicated that mothers perceived their infants less positively over time. Finally, both parity groups showed less adaptive childrearing attitudes at 4-6 weeks than at 1-2 days postpartum. Results are discussed in terms of a deromanticization of the infant that occurs over time. It is hypothesized that once the elation of the childbirth experience has been tempered with the realities of child care and the emergence of individualized infant characteristics, mothers begin to see their infants in a more realistic way. (Author/RH)

ED 202 590 PS 012 192

Brink, Satya

Children's Safety in the Residential Environment.

Pub Date—Apr 81

Note—14p; Paper presented at the National Conference on Childhood Accidents and Prevention (1st, Ottawa, Ontario, April 13-15, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accident Prevention, *Accidents, Building Design, *Children, *Family Environment, Foreign Countries, Injuries, *Safety, Safety Education

Identifiers—*Canada

The incidence and causes of children's accidents in the home are briefly described. Data on the most common types and locations of such accidents are provided in tables. Characteristics of children and the home environment that contribute to accidents are briefly discussed. In conclusion, problems associated with accident prevention strategies, such as preventive home design and safety education, are discussed. (Author/RH)

ED 202 591 PS 012 193

Copple, Carol E. And Others

Children's Interactions as They Draw: Hypotheses About Peer Influence on Representational Awareness.

Pub Date—May 81

Note—16p; Paper presented at the Annual Symposium of the Jean Piaget Society (11th, Philadelphia, PA, May 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Childrens Art, Comprehension, *Concept Formation, Early Childhood Education, Elementary School Students, *Freehand Drawing, *Interaction, Kindergarten Children, *Peer Influence, Preschool Children, Verbal Communication, *Young Children

Identifiers—*Reflexive Abstraction, Representational Thinking

Environmental influences on the development of children's reflective capacities and their knowledge of freehand drawing were investigated among pre-

school, kindergarten and first-grade children. One aspect of the social context of drawing was considered: the interactions that take place when children draw in the company of peers. Tapes of children's interactions while involved in art activities were collected in regular classroom and small group settings at intervals of 2 to 3 weeks throughout the school year. In the small group setting the researcher provided the children with drawing materials and suggested a subject for the children to draw. Classroom data were collected to ensure that small group interactions were typical of everyday classroom behavior. Previous research provided instances of six categories of children's understanding of the nature of drawing. These categories are briefly discussed and children's utterances related to the categories are included as examples. Four types of peer interaction that influence children's drawing behavior are identified from inspection of the taped conversations. For example, it is suggested that peer questions and critiques may promote a tendency in some children to take a reflective stance toward their drawings. Illustrative instances of children's talk are given for each type of interaction. Discussion of the findings of this study focuses on how two aspects of reflexive abstraction operate in peer drawing experiences. (Author/RH)

ED 202 592 PS 012 194

Ryan, Ellen Bouchard Ledger, George

Pictograph Learning and Pictograph Sentence Memory Among Kindergartners.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Grant—NIE-G-79-0134; NSF-BSN-76-09559

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Decoding (Reading), *Kindergarten Children, Language Acquisition, *Measures (Individuals), Primary Education, *Reading Readiness, Reading Readiness Tests, *Recall (Psychology), Visual Measures

Identifiers—*Pictographs, Pictograph Sentence Memory Task

The extent to which individual differences in pictograph recall performance are related to reading readiness and other aspects of language and cognitive development is examined in this paper. In each of three studies kindergarten children were taught names and toy enactions for approximately 30 pictographs. The kindergartners were then administered the Pictograph Sentence Memory Task, which required reading a series of 6- to 8-item pictograph sentences and recalling each sentence after a short (10- or 15-second) delay period. Performance measures for these tasks included the number and order of pictographs recalled, the number of articles ("the") and verb inflections (/s/) included in the recall attempts, the number of decoding errors (corrected by the experimenter) made in reading the pictograph sentences, and the use of separate and integrated toy enactions. Moreover, the number of errors made in initially learning the individual pictograph names and enactions was recorded. Additional measures such as word recognition, oral word blending, metareading, nonverbal reasoning, memory, and auditory rehearsal, were performed in each of the three studies. Results indicate that learning the names and enactions corresponding to a rather large set of vocabulary items and recalling the meanings of pictograph sentences are both related to traditional measures of readiness and linguistic/cognitive development. (Author/JA)

ED 202 593 PS 012 195

Hutchins, Elizabeth J.

A Pre-School Screening Examination and a Public School.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Educational Practices, *Kindergarten, Kindergarten Children, Preschool Tests, Primary Education, *School Community Relationship, *Screening Tests, *Teacher Re-

sponse

Identifiers—*Screening Programs, Testing Effects

The consequences of using a preschool screening program in a public school, especially in relation to the teacher's activities, are examined in this case study. A small, rural New England elementary school served as the field site. Data collection activities included observing two days of the preschool screening clinic, observing the kindergarten for 40 hours over a 5-month period, interviewing the study participants, and interviewing 19 external informants. Analysis of the data isolated eight consequences of using a preschool screening program: (1) community legitimacy of the kindergarten program increased as a result of adopting the complex, externally developed screening program; (2) though initially the teacher was intimidated by the complexity of the program, ultimately her self-confidence was buoyed by the increased legitimacy of the program; (3) curriculum content was highly correlated with screening examination content; (4) the pace, sequence, and quantity of the curriculum that individual children received was often governed by the screening program; (5) the screening program contributed to the valuing of the more measurable educational objectives; (6) the screening program contributed to the valuing of direct instruction more than other available teaching methods; (7) children's and parents' initial impressions of schooling were related to the screening program; (8) the program enabled the school district to meet selected state and federal regulations. (Author/JA)

ED 202 594 PS 012 196

Pellegri, A. D.

The Development of Preschoolers' Private Speech.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—Apr 81

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, Child Language, *Egocentrism, *Language Acquisition, Language Patterns, Peer Relationship, Play, *Preschool Children, Preschool Education, Puzzles, Semantics, *Speech Habits, *Verbal Communication

Identifiers—*Private Speech, Self Regulation

The intent of this study was to examine the development of three aspects of preschoolers' private speech: coefficients of egocentrism, the extent to which speech regulates actions, and the syntactic and semantic structures of individual utterances. Forty-one randomly chosen preschoolers (26 females, 15 males) were placed in three age groups (3, 4, or 5 years). Children were videotaped while they did two age-appropriate puzzles. Three-year-olds' coefficients of egocentrism were significantly greater than coefficients for both 4- and 5-year-olds. Regardless of age, children talked while acting. Three-year-olds asked most questions-to-self. All children's utterances were syntactically complex. Semantic structure analyses indicated that regardless of age, children encoded patient case utterances, perceptually present objects, and state verbs. All children tended to use private speech to encode names of puzzle pieces and locations for pieces while they were acting. (Author/MF)

ED 202 595 PS 012 197

Gersten, Russell M. And Others

The Relationship of Entry IQ Level and Yearly Academic Growth Rates of Children in a Direct Instruction Model: A Longitudinal Study of Over 1500 Children.

Pub Date—Apr 81

Note—68p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Cognitive Development, *Elementary School Mathematics, *Elementary School Students, Individual Differences, *Intelligence Quotient, *Kindergarten Children, Longitudinal Studies, *Low Income Groups, Primary Education, *Reading Ability, Reading Improvement, Standardized Tests

Identifiers—*Direct Instruction Model, Metropolitan Achievement Tests, Slosson Intelligence Test, Wide Range Achievement Test

This study examines the relationship between IQ

and yearly academic growth rate in reading and mathematics for low income children in the primary grades involved in the Direct Instruction Follow Through program (DIFT). Low income children, from 20 communities in the United States, who engaged in the DIFT program between 1969 and 1977 for either 3 years (grades 1 through 3) or 4 years (kindergarten through grade 3), participated in the study. Upon entering the program, in either kindergarten or first grade, students were tested on the Wide Range Achievement Test (WRAT) and the Slosson Intelligence Test (SIT). Each spring students were tested on the WRAT, SIT, and (beginning in grade 1) the Metropolitan Achievement Test (MAT). For the purposes of the longitudinal analyses of variance, children's entry IQ score was used to classify them into one of six IQ blocks (70 and lower, 71-90, 91-100, 111-130, 131 and above), and then a mixed (split-plot) analysis of variance design was used to analyze results with one between-groups factor (IQ block) and one within-groups factor (time of test). The major finding of this study was that little, if any, relationship existed between entry IQ and yearly learning rate. Generally, the students entering the program at higher cognitive skill levels finished third grade at higher levels, but the growth rates (or amounts of materials learned) were not significantly different between IQ blocks. (Author/MP)

ED 202 596 PS 012 198

Genishi, Celia

Teacher Intervention in Preschoolers' Arguments. Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Education Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Conflict, Language Research, *Oral Language, Peer Relationship, *Persuasive Discourse, *Preschool Children, *Preschool Education, *Teacher Response

Identifiers—*Speech Acts
Teacher interventions in the spontaneous arguments of seven preschoolers 3 to 5 years of age were analyzed. Twenty hours of data were audiotaped over a 3-month period in a small, church-affiliated private school while children were involved in free play and classroom activities. Interactions that might be taken as arguments were first transcribed and then categorized in terms of content and structure. Content categories were Possession, Number, Conduct, Truth, Role, Opposition to Request, and Exclusion. The structure of arguments was categorized as either simple or complex. Following Eisenberg and Garvey's definition of an adversative episode, researchers identified events antecedent to the arguments and initial oppositions. Resolutions of the arguments were not always clear, perhaps because of distractions introduced by children outside the arguing dyad or as a result of the teacher's intervention. It was found that the teacher intervened in 26% of the 189 arguments between children. She intervened most often during children's arguments concerning Possession or Opposition to Requests. In 13 of 19 instances (68%) the child who initiated the argument also sought intervention by the teacher. The initiator seemed to enhance his or her chances of winning the argument by appealing to authority. Conversational topic shifts indicated that children stopped arguing when the teacher intervened. (Author/RH)

ED 202 597 PS 012 199

DeLoache, Judy S. And Others

Self-Correction Strategies in Early Cognitive Development.

Spons Agency—Illinois Univ., Urbana; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Apr 81

Grant—NICHD-HD-05951

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Behavior Patterns, Cognitive Development, *Concept Formation, Early Childhood Education, Error Patterns, *Object Manipulation, Pattern Recognition, *Serial Ordering, *Young Children

Identifiers—Self Correction Strategies

A seriation task (assembling a set of nesting cups) was used in this study to examine developmental changes in young children's ability to restructure a situation. Forty young children, eight each at 18, 24, 30, 36, and 40 months of age, participated in the study. Each child was presented with five nesting cups and was told he or she could play with them. No specific instructions were given. If after 1-1 1/2 minutes of spontaneous manipulation of the cups, the child had not completely seriated them, the experimenter took the cups and showed the subject (without letting the child see the assembly process) that the cups all fit together. Then the separate cups were given back to the child for further manipulation. The trial ended when (a) the child completely seriated the cups, (b) the child refused to continue, or (c) two minutes had elapsed. All children's activities were videotaped, and all their moves (any combination of two or more cups) were scored as correct or incorrect. An error involved any instance in which two or more cups were combined in any way other than perfect seriation. Results indicated that while the subjects did not differ with age in the likelihood they would try to correct a set of non-seriated cups, they did differ in the kind of self-correction strategies they employed. Correction strategies ranged from very simple procedures applied to single cups to more complex strategies involving the relationships among all the cups. (Author/MP)

ED 202 598 PS 012 200

Shill, Merton A. And Others

The Attachment-Exploration Balance in Infancy:

Mother or Father?

Michigan Univ., Ann Arbor. Medical Center.

Pub Date—1 May 81

Note—21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Detroit, MI, April 30-May 2, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attachment Behavior, Early Childhood Education, *Fathers, *Infant Behavior, *Mothers, *Parent Child Relationship, Proximity, Sex Differences, *Stranger Reactions

Identifiers—Ainsworth Strange Situation Procedure, *Exploratory Behavior

The preference of the infant for mother versus father as an attachment figure and as a secure base for exploration is examined in this study. Subjects were fifteen 15-month-old infants whose mothers were their primary caregiver. The Ainsworth Strange Situation procedure was modified to permit both parents' simultaneous presence during separation and reunion. Ainsworth's qualitative ratings of attachment and frequency measures of exploration were used. Results indicate that separation from mother inhibited exploration more significantly than separation from father and that mother was preferred to father on proximal attachment measures at reunion. The importance of viewing the attachment-exploration balance as an index of the affective and cognitive aspects of the child's developing personality is stressed, and implications for day care and academic achievement are mentioned. (Author/JA)

ED 202 599 PS 012 201

Colletta, Nancy Donohue

The Influence of Support Systems on the Maternal Behavior of Young Mothers.

Pub Date—Apr 81

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Adults, Community Support, Family Influence, Interviews, Mother Attitudes, *Mothers, *Parent Child Relationship, *Parent Role, *Security (Psychology), Social Attitudes

Identifiers—*Early Parenthood, *Support Systems

The effects of the amounts, sources, and kinds of support available to adolescent mothers on their patterns of interactions with their children are examined in this study. Subjects were 50 adolescent mothers ranging in age from 15 to 19 years and selected from the 1978-79 birth records of a mixed rural/suburban county in the outskirts of Washington, D.C. Data were obtained through a structured interview in the subject's home. To measure the

independent variable, social support, researchers asked the mothers to describe the amounts and sources of support they received in the categories of task performance, information/guidance, material aid, and emotional support. Measures of the dependent variable, maternal role behavior, included Rohrer's Parental Acceptance-Rejection Questionnaire, designed to measure maternal behaviors in the areas of warmth/affection, aggression/hostility, neglect/indifference and rejection. Two other measures, called Maternal Role Satisfaction and Attitude Toward Child Development, were also used. Results indicate that the amount of support for adolescent mothers is the most consistent predictor of maternal behavior, with emotional support being the most significant kind. Results further indicate that relatives and a male partner were the most important sources of support. (Author/JA)

ED 202 600 PS 012 202

Schaefer, Earl S. Edgerton, Marianna

Evidence of Parent and Teacher Validity in Screening for Handicaps.

North Carolina Univ., Chapel Hill, Dept. of Maternal and Child Health; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Oct 80

Contract—300-77-0309

Note—20p.; Paper presented at the Annual Meeting of the American Public Health Association (Detroit, MI, October 22, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Behavior Patterns, Comparative Analysis, *Disabilities, Fathers, Mild Disabilities, Mothers, *Parents, Primary Education, *Screening Tests, Severe Disabilities, Siblings, Social Adjustment, *Student Evaluation, *Teachers, Validity

Identifiers—Bipolar Trait Ratings Scales, Social Assets Inventory

This study of handicapped and non-handicapped preschool and early elementary school children and their older normal siblings was designed to determine (1) the intercorrelation of parent and teacher ratings of the child's academic competence and social adjustment, and (2) the correlations of mother, father and teacher ratings with the child's diagnosis of handicapped or normal. Two samples of families were studied. Sample A consisted of 36 two-parent families with a child aged 3 to 6 and at least one older child. In half the families the preschool child was identified as having a mild to severe handicap. Sample B consisted of 52 families with a child aged 3 to 8 and both parents in the home. Thirty-five of the families had an older sibling and in 39 cases the target child was referred as handicapped by a preschool, public school or special school. Teachers rated each child's behavior in the classroom using the Classroom Behavior Inventory (CBI), Bipolar Trait Ratings (BTR), the Social Assets Inventory (SAI), and a Teacher Report of Child Behavior Toward the Teacher Inventory. Mothers and fathers also completed the BTR, the SAI, and a Parent Report of Child Behavior Toward the Parent Inventory. In general, correlations between parent ratings and teacher ratings were substantial on the dimension of academic competence and were lower and marginally significant on the dimension of socialization and temperament. Results suggest that parents as well as teachers might contribute significantly to developmental screening. (The short form of the Social Assets Inventory and the traits rating scale, accompanied by scoring forms, are included. (Author/MP)

ED 202 601 PS 012 203

Becker, Wesley C. Gersten, Russell

A Follow Up of Follow Through: The Later Effects of the Direct Instruction Model on Children in Fifth and Sixth Grades.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 81

Grant—OEG-007507234

Note—34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Arithmetic, Comparative Analysis, Decoding (Reading), Elementary Education, *Elementary School Students, Followup Studies, *Low Income Groups, Oral Language, Problem Solving, *Program Effectiveness, Small Group Instruction, Spelling

Identifiers—*Direct Instruction Model, Metropolitan Achievement Tests, *Project Follow Through, Wide Range Achievement Test

The later effects of the Direct Instruction Follow Through program were assessed in five diverse sites in the United States. Low income fifth and sixth graders who had completed the full 3 years of this first through third-grade program were tested on the Metropolitan Achievement Test (MAT), Intermediate Level, and the Wide Range Achievement Test (WRAT). Scores were contrasted with those of children in local comparison groups using analysis of covariance procedures. Results indicated consistently strong, significant effects in WRAT Reading (decoding), consistent effects in MAT Math Problem Solving and Spelling, and moderate effects in most other academic domains. Students appeared to retain the knowledge and problem solving skills they had mastered in the primary grades. However, without a continuing program, most students demonstrated losses when compared to the standardization sample of the achievement tests. Implications for improved instruction in the intermediate grades are discussed. (Author/MP)

ED 202 602

PS 012 204

Masonheimer, Patricia E.

Alphabet Identification by Two to Five Year Olds.

Pub Date—Apr 81

Note—16p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Child Language, *Discrimination Learning, *Error Analysis (Language), *Error Patterns, *Identification, *Letters (Alphabet), Perceptual Development, *Preschool Children, Preschool Education

Preschool children's association of the correct name with a clearly identified graphic form during an alphabet naming process is examined in this study. Subjects were 139 children (ages 2, 3, 4, and 5 years) who were asked individually to identify 52 cards, each with a single upper or lower case letter printed on it. Analysis of data was based on the absolute number of correct responses and the type of error for each age group. Errors were categorized as conceptual errors (random number and word naming), association errors (random letter naming), and feature errors. Results indicate that there is a developmental sequence in learning upper and lower case letters of the alphabet. Children of all ages experience greater difficulty learning to identify lower case letters. Types of errors made serve as an indication of cognitive and discriminatory processes the child is employing. Examination of these error patterns reveals that children move from making conceptual cognitive errors to making perceptual discrimination errors. (Author/JA)

ED 202 603

PS 012 205

Burgess, Joanne

The Effects of a Training Program for Parents of Preschoolers on the Children's School Readiness.

Pub Date—Aug 77

Note—13p.

Pub Type—Reports - Research (143)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Development, Comparative Analysis, Language Acquisition, Parent Child Relationship, *Parent Education, Parent Participation, *Parent Workshops, *Preschool Children, Preschool Education, *Program Effectiveness, *School Readiness, School Readiness Tests, Teaching Skills, *Training Methods

Identifiers—Metropolitan Readiness Tests, Utah Test of Language Development

This study sought to determine the mean differences in readiness test scores of three groups of children: (1) children whose parents volunteered to participate in a training program and received the training before their children were tested (Experimental Group); (2) children whose parents volunteered to participate in the training program and received the training subsequent to their children's

testing (Control Group A); and (3) children whose parents did not volunteer to participate in the training program (Control Group B). Thirty children who were to enter kindergarten in the 1976-1977 school year and one or more of their parents were included in each of the three groups. After concluding eight 2-hour workshops sessions for the experimental group, all 90 children in the sample were administered the Utah Test of Language Development (UTLD) and four subtests of the Metropolitan Readiness Test (MRT), Level 1. Results indicated that children in the experimental group scored significantly higher than either of the control groups with respect to the combined scores of the MRT and to the scores of the UTLD. Children whose parents received training subsequent to the testing sessions did not score significantly higher on either the UTLD or the MRT than those children whose parents did not volunteer to participate in the program. (Author/MP)

ED 202 604

PS 012 206

Christopher, Janice And Others

The Relationship of Traditional, Open and Mixed Architectural Settings to Reading and Mathematics Gain Scores from Third to Fifth Grade in Berkeley County, West Virginia.

Pub Date—Jan 81

Note—29p.

Pub Type—Reports - Research (143)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Achievement Gains, Comparative Analysis, Educational Environment, *Educational Facilities Design, Elementary Education, *Elementary School Mathematics, *Elementary School Students, Followup Studies, Grade 3, Grade 5, *Open Education, *Reading Improvement, Socioeconomic Status, *Traditional Schools

Identifiers—Comprehensive Tests of Basic Skills, West Virginia (Berkeley County)

This study attempted to answer two major questions: (1) Does a significant difference exist between the mean gain scores for achievement in reading and mathematics, as measured by the Comprehensive Test of Basic Skills (CTBS), among students from three different architectural school settings (open space, traditional, and mixed); and (2) Do reading and mathematics mean gain scores indicate a significant interaction between socioeconomic status (SES) and school setting? A total of 388 students who were in the third grade in 1977-78 and in the fifth grade in 1979-80 at the same schools participated in the study. In the third grade, students were administered Form 5 of the CTBS, and at the fifth grade they were administered the parallel Form T. Reading and mathematics scores in grade three were compared with those in grade five to obtain gain scores for each student. No significant differences were found between mean gain scores in mathematics or reading from the two SES groups or between mean gain scores in mathematics for students attending the three different types of school settings. The only significant F ratio was found for mean gain scores in reading for the students from the three settings—open, traditional and mixed. This difference, however, could not be solely attributed to any specific school setting. The findings were consistent with the available research on the subject. (Author/MP)

ED 202 605

PS 012 207

Schaefer, Earl S. Edgerton, Marianna

Parental Modernity in Childrearing and Educational Attitudes and Beliefs.

Pub Date—Apr 81

Note—20p. Paper presented at the Biennial Meeting of the Society of Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, *Child Rearing, Children, *Educational Attitudes, Elementary Education, Intelligence Quotient, *Measures (Individuals), Mothers, *Parent Attitudes, Parent Influence, Risk, Scoring, Socioeconomic Status, *Test Construction, Test Reliability, *Test Validity, Whites

Identifiers—*Modernity

The development and validation of a brief scale of parental modernity in child rearing and educational attitudes and beliefs are reported. Three samples (A, B and C) of mothers and their children varying in number, race, socioeconomic status (SES), risk for educational failure, and, in one sample, age participated in the study. Various measures, including

the Parent as Educator Interview, the Classroom Behavior Inventory (CBI) and subtests of the Test of Basic Experience (TOBE), the Weschler Preschool Primary Scale of Intelligence (WPPSI), and the Peabody Individual Achievement Test (PIAT), were employed. Scales to measure modernity in child rearing and educational attitudes and belief were developed independently for samples A and B from scales of the Parent as Educator Interview. Several data analyses were conducted, including internal consistency and test-retest reliability estimates, a test of the relationship of scale results to parent SES (separately for white and black subjects), cross-sectional validity tests, and a test of the hypothesis that parent modernity competence than with their social and emotional adjustment. The scales were found to be highly reliable and findings showed significant positive correlations of education and income with parental modernity. Cross-validation data suggest that parental modernity is substantially and positively correlated with child intelligence. Correlations of A and B modernity scale scores for sample C subjects were significantly positive with several CBI academic competence scales, significantly negative with CBI dependency and distractibility scales, and insignificant for several CBI social and emotional behaviors. (The parent form of the modernity scale, titled the Child-rearing and Education Research Instrument, and a scoring form are appended.) (Author/RH)

ED 202 606

PS 012 214

Ettaugh, Claire And Others

Development of Sex Biases in Children: Forty Years Later.

Pub Date—Apr 81

Note—24p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Age Differences, Attitude Change, Attitude Measures, Attribution Theory, *Children, Elementary Education, High Schools, Junior High Schools, *Personality Traits, *Sex Bias, Sex Stereotypes

This study replicates a previous study in order to reexamine the development of sex biases in middle childhood and adolescence. Four hundred public school students in grades 2, 4, 6, 8, and 10 (200 of each sex) assigned desirable and undesirable traits to girls and boys. Twenty-nine traits (15 desirable and 14 undesirable) were selected from the 33 traits used by Smith in 1939. Half the subjects had an additional neutral option of assigning traits to "both sexes." Children in all grades assigned more desirable traits to their own sex and more undesirable traits to the opposite sex, in line with Smith's findings. Both sexes became less positive toward the opposite sex with increasing age. This pattern also had characterized girls in Smith's study, whereas boys had shown the opposite pattern. Beginning in the sixth grade, girls were more apt than boys to assign desirable traits to their own sex. Availability of the "both sexes" option decreased stereotyping, especially in girls. (Author/CM)

ED 202 607

PS 012 215

Goodwin, Judy

Evaluation of the Original Follow Through Program, 1979-1980. Technical Summary.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 81

Note—39p. Tables contain some small print.

Pub Type—Reports - Evaluative (142)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—*Academic Achievement, *Health Services, Low Income Groups, Mathematics, *Parent Participation, Primary Education, *Program Evaluation, Reading Improvement, *Social Services, *Staff Development, Tables (Data), Teacher Aides, Teacher Attitudes, Teaching Methods

Identifiers—*Project Follow Through

Results from the 1979-80 evaluation of Philadelphia's Follow Through program—part of a nationwide attempt to provide unique educational settings for low-income students in kindergarten through grade 3—are reported. The evaluation dealt with five components of the program: education, staff development, parent involvement, health and social services. Cross-sectional achievement data indicated that children in the Follow Through program outperformed Title I non-Follow Through

children in both reading and mathematics at every grade level (1-3). Staff development information revealed that the majority of teachers and aides were satisfied with the services provided by resource/support personnel; priorities for future staff development were identified in the area of "dealing with suspected child abuse/neglect" for both teachers and aides, and "social behaviors, human relations" for aides. Parent involvement data indicated that a total of 24,679 parent volunteer hours were donated to the program, which averaged 11.62 hours per child enrolled. Health services information showed that 80% of the children received vision screening, 72% hearing screening, 50% growth screening, and 74% dental screening. Social service data indicated that 49% of the Follow Through families were identified as needing social service assistance and that 91% of these families received the necessary assistance. (Data tables are included for each component evaluated.) (Author/MP)

ED 202 608 PS 012 220

Zucker, Kenneth J. And Others

Sex-Typed Play and Behavior in Cross-Gender

Identified Children: A One-Year Follow-Up.

Pub Date—Apr 81

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Behavior Patterns, *Children, Followup Studies, Foreign Countries, Males, *Role Conflict, *Sexuality

Identifiers—Canada, *Gender Identity
Part of a continuing study of cross-gender identified (gender-referred) children is described. The entire study compares gender-referred children (14 boys and 4 girls) with their pre-adolescent siblings and with other children displaying a variety of psychiatric problems. The first phase of the study involves retesting the gender-referred children and their siblings on a yearly basis for two years. The one-year follow-up of about half of the total sample provides the data for this presentation. Four measures assessing sex-typed play and behavior were used in the study. Two of the measures were parent questionnaires employed with the boys' parents and two were behavioral tests used with all the children. Except for one subset, all of the measures differentiated the gender-referred children from their siblings and the psychiatric controls at the time of the initial assessment. Results of the follow-up comparison of the gender-referred children and their siblings indicate that on some measures gender-referred boys were significantly less feminine but on other measures there was no significant change in their masculine behavior. Male siblings of the gender-referred boys basically maintained their initial patterns at the one-year follow-up. Findings are briefly discussed in terms of the efficacy of therapeutic intervention and the likelihood of altering a child's gender identity. (Author/RH)

ED 202 609 PS 012 221

Atkinson, A. Kathleen Rickel, Annette U.

Postpartum Adjustment in Primiparous Parents.

Pub Date—Apr 81

Note—30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Behavior Theories, *Birth, *Depression (Psychology), *Emotional Response, Family Life, *Fathers, *Mothers, Standardized Tests, *Stress Variables

Identifiers—*Postpartum Depression

Within the framework of the social stress and behavioral theories of depression, this study investigated the hypothesis that postpartum depression is a function of disruption of parents' prepartum functioning by the subsequent demands of infant care-taking. Seventy-eight primiparous married couples (N=156, 78 men and 78 women) volunteered to complete questionnaires at 8 weeks prepartum and 8 weeks postpartum assessing indicators of stress due to child care. The results indicated that when the level of prepartum depression was controlled, the amount of positive reinforcement reported experienced was significantly related to postpartum depression for women. For men, the degree to which their infant's behavior was viewed as better than the average baby was significantly related to

postpartum depression. It was concluded that the findings supported a behavioral theory interpretation of postpartum depression. Implications for future research are discussed. (Author/MP)

ED 202 610 PS 012 223

O'Hara, Joseph J. And Others

Project Connections: A Study of Child Care Information and Referral Services. Phase I Results: A National Profile of Child Care Information and Referral Services.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date—[80]

Contract—105-78-1301

Grant—FF-780-0192

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Collection, *Day Care, *Geographic Distribution, Information Networks, *Information Services, Organizational Effectiveness, *Organizational Objectives, *Public Policy, *Referral

Identifiers—*Project Connections

An overview of the current status of child care information and referral (CCIR) services in the United States is provided in this report, based on the first phase of a 3-year study funded jointly by the Day Care Division of the Administration for Children, Youth, and Families and the Ford Foundation. Chapter One defines the project's goals and objectives and discusses the policy context of the study. Chapter Two describes the methods of data collection; the present scope, variety, and distribution of CCIR organizations; the organizational characteristics of CCIR; and the information and referral function and process. The final chapter notes the types of organizations providing CCIR and identifies areas in need of further research. (Author/JA)

ED 202 611 PS 012 225

Abram, Marie J.

Parenting Books: What Variables Are Associated with High Usage.

Pub Date—[81]

Note—13p.; May not reproduce clearly due to faint type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, *Books, *Females, *Parent Education, *Readability, *Reading Ability, Use Studies

Identifiers—Frequency Analysis, *Parenting Materials

The purpose of this study was to determine: (1) how frequently each of 32 parenting books was totally or partially read by mothers in a parent education program, (2) which of the 32 titles were most popular, (3) whether the readability level of the books was associated with the reading competency of the readers who chose them, and (4) whether reading competency was associated with the number of books read. Twenty-eight well educated, middle- or upper-middle class women between 25 and 43 years of age who were enrolled in an informal church-related parent education program served as subjects for the study. Subjects were given a list of readily available parenting books that were recommended by the instructor of the parent education program and were asked to indicate the books they had partially or totally read. The reading competency of the women was measured using a cloze procedure. Readability of the 32 books was determined through the use of the Flesch Reading Ease formula. It was found that, on average, each woman read parts of 5.64 parenting books and all of 3.79 parenting books. Books by Briggs, Spock, and Ginnott were most often reported as read in their entirety. Books by Gordon, Spock, and Dobson were most often reported as read in part. The readability of a given book was not associated with reading competency of women who chose it. Better readers read more books partially than totally and poorer readers read more books totally than partially. (Author/RH)

ED 202 612 PS 012 238

Mejia, Mercedes And Others

Seriation: Un Procedimiento De Aprendizaje (Seriation: A Learning Procedure.)

Pub Date—Dec 79

Note—147p.; Paper presented at the Annual Meeting of the International Interdisciplinary U.A.P.-U.S.C. Conference (11th, Los Angeles, CA, January 30-31, 1981).

Language—Spanish

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cognitive Development, Elementary Education, *Elementary School Students, Foreign Countries, *Intervention, Pretests Posttests, *Serial Learning, *Serial Ordering

Identifiers—*Colombia, Piagetian Theory, *Seriation

The development and application of a learning procedure for the seriation structure of children in the oscillatory state are described. The procedure was based on the structural genetic theory of learning. A study consisting of design and verification stages was carried out in Cali, Colombia. In the design stage six seriation treatments involving different materials (such as sticks, dolls and playdough) were developed and tested individually with seven children. Of the six designs, three were selected for use in the verification stage. In the verification stage, the learning procedure was applied individually to nine children attending the Nuestra Señora del Rosario school to verify its effect upon the development of the seriation structure. The complete procedure consisted of a pretest, three learning sessions and two posttests. A qualitative analysis of the children's behavior was emphasized in both stages of the study. In the verification stage the children's improvement in seriation ability was evaluated between pretest and posttest. The results showed a significant advance in most of the nine children. A summary in English is appended. (Author/RH)

RC

ED 202 613 RC 012 622

Timpon, William M.

Reports from the Field: Teacher Corps in Rural Sites.

Pub Date—Apr 81

Note—11p.; Paper presented at the meeting of the American Educational Research Association (Los Angeles, CA, April 1981).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Coordination, Disadvantaged, Distance, *Educational Cooperation, *Educational Environment, *Information Dissemination, Inservice Teacher Education, Multicultural Education, *Rural Education, School Community Relationship, School Location, *Staff Development, Transportation

Identifiers—Rural Education Centers, *Teacher Corps
Teacher Corps experience in meeting Corps objectives in rural sites provides a rich source of information about rural education. Collaboration exists between university faculty and rural school staff despite distances involved and sharp increases in transportation costs, but development of on-site facilitators is critical to making collaboration work. College scholarships and low-interest loans offered to young local people who agree to return as teachers in local schools can alleviate the problem of attracting and keeping quality staff. Weekly conference call sessions and use of videotape are possible solutions to problems which distance creates for the delivery of supportive inservice training. Utilization of on-site facilitators, combined with an orientation toward more individualized and staff-based inservice, can greatly improve a small district's staff development efforts. A consistent finding, relevant to the improved school climate objective, is that morale of staff, students, and community residents is generally high in rural areas. Progress has been mixed with regard to Teacher Corps objectives focusing on multicultural education and needs of exceptional students. Establishment of an office or center for rural education seems essential to meeting objectives of institutionalization, demonstration, and dissemination. A land grant university

would be an ideal location for this. (CM)

ED 202 614 RC 012 686

Crumaker, Don

Reorganization of School Districts: Late 1950's to Present Time.

Pub Date—9 Nov 80

Note—8p.; Paper presented at the Annual Kansas State University Rural and Small School Conference (2nd, Manhattan, KS, November 9-11, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, *Consolidated Schools, Educational Finance, Educational Legislation, Elementary Secondary Education, *Rural Schools, School Closing, *School District Reorganization, School Surveys, *Small Schools, State Legislation, *State School District Relationship Identifiers—*Kansas, *Planning Boards

In 1958, as a result of a preliminary report on educational needs, the education committee of the Kansas Legislative Council: (1) appropriated funds for a comprehensive survey of the State's educational system; (2) selected a 35 member citizens state advisory committee; and (3) directed each county to organize a county survey group which was to plan the kind of education needed by its children to live successfully during this century, to examine the adequacy of present education programs, and to determine how to make necessary changes. As a result of the survey, legislation set up county planning boards to plan unification of school districts. Board recommendations were submitted to the people for approval. Several clarifying acts solved numerous problems. By July 1969, there were 311 unified school districts operating under the same laws. Additional legislation abolished the offices of State Superintendent and County Superintendent and created a 10 member elected board responsible for education and for hiring a Commissioner of Education. Two volatile problems encountered in the unification process were the closing of attendance centers and the transfer of territory. A brief explanation of how legislation is submitted and adopted or rejected by the House Education Committee is included. (CM)

ED 202 615 RC 012 689

Baskerville, Roger A.

Career Development in Rural Education.

Pub Date—9 Nov 80

Note—7p.; Paper presented at the Annual Kansas State University Rural and Small School Conference (2nd, Manhattan, KS, November 9-11, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Attitude Measures, Career Awareness, *Career Development, Career Exploration, *Educational Strategies, Grade 12, *Human Resources, Occupational Aspiration, Relevance (Education), *Rural Education, Rural Youth, Secondary Education, Vocational Interests, *Work Experience Programs

Identifiers—*Community Holding Power, Iowa, Lohrville Career Education Model

The Lohrville Career Education Model (LCEM) was instituted as a systematic attempt at exploring careers in Iowa and inducing Iowa youth to seek careers closer to home following high school graduation or post-secondary education training; a major purpose of the Toward Community Growth project was to teach positive attitudes about living and working in rural areas. The LCEM consisted of seven units to be taught in two 2-week sessions during fall and spring semesters. Students were taught with specific post-test attitudinal responses in mind. Between class sessions, a 2-week career education work experience session placed senior students with local resource personnel whose work corresponded to the students' tested and self-identified occupational interests. A major contention of this study was that attitudes of urban, city-based pseudo superiority could be reversed with an intense, attitudinal program designed specifically for rural students, and that a state mandated inception of career education programs into all K-12 systems could and should provide a re-emergence of positive feeling and attitudes toward rural lifestyles, rural occupations, and a future career in a rural area. It was suggested that urban students should receive the same educational opportunity with rural-based

models of career education and future agrarian-based occupational lifestyles. (CM)

ED 202 616 RC 012 697

Churchman, David Guyette, Susan

Evaluating American Indian Programs: An Ethnographic Approach.

Pub Date—13 Apr 81

Note—24p.; Paper presented at the meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indians, *Cultural Context, Data Analysis, Data Collection, Elementary Secondary Education, *Ethnography, *Evaluation Methods, Program Evaluation, *Relevance (Education), *Summative Evaluation

Traditional methods of ethnographic data collection and analysis can be adapted to conducting summative evaluations of educational programs, particularly those for American Indians. Such evaluations can be approached from a micro-ethnographic standpoint (in which the school alone is studied as a subculture) or a macro-ethnographic standpoint (in which the school is studied as part of the culture as a whole). While each approach has advantages, the macro-ethnographic approach is better suited to non-Western cultures and American Indian cultures in particular, because it can be used to discover discrepancies between the educational goals of the community and the actualities of the schools. Ethnographic evaluation methods are essentially the same for each approach. In an iterative rather than sequential process, data are collected via interviews (using descriptive, structural, and contrastive questions) and participant observation (to determine the places, actors, and activities of the program), and analyzed to determine its domains and taxonomy. Ethnographic summative evaluation is advantageous because it eliminates the evaluator's cultural values; it needs no control group or culturally biased achievement testing; it needs no statistical analysis; its reports are more useful; and it facilitates the study of the cultural appropriateness of the program. (SB)

ED 202 617 RC 012 699

Education for Indian Survival as a People: A Goal for the 1980's. The Seventh Annual Report to the Congress of the United States, National Advisory Council on Indian Education.

National Advisory Council on Indian Education, Washington, D.C.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jun 80

Note—154p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Advisory Committees, *Agency Role, *American Indian Education, American Indians, *Educational Finance, *Educational Needs, Educational Objectives, Elementary Secondary Education, Federal Aid, *Federal Indian Relationship, *Federal Legislation, Federal Programs, Fellowships, Government School Relationship, Libraries, Public Agencies

Identifiers—Indian Education Act 1972 Title IV, *National Advisory Council on Indian Education

The seventh annual report to Congress of the National Advisory Council on Indian Education details the Council's activities during 1979. Part I explains the Council's 12 final recommendations to Congress and the Secretary of Education, which include leaving the Office of Indian Education Programs within the Bureau of Indian Affairs; transferring certain Indian Education programs to the new Department of Education; continuing and defining the primary role of the Office of Indian Education; increasing the funding for Indian education through PL 81-815; funding the implementation of the Tribally Controlled Community College Act of 1978; and enacting the National Indian Omnibus Library Bill. Part II shows the state-by-state distribution of 1979 Title IV funding for Parts A, A(Non-LEA), B, C, and Indian Fellowships. Part III presents profiles of eight Title IV programs and six Indian Fellowship recipients studying in various United States universities. Part IV presents summaries of the Council's four full Council meetings and two committee meetings held during 1979. Part V presents some unmet educational needs and concerns expressed during the year by the Indian community. Appendices in-

clude texts of legislation, letters, federal documents and a legal position paper relevant to Indian education. (SB)

ED 202 618 RC 012 700

Ballard, Chester C.

Self-Defined Community Satisfaction of Mexican American Families in Metropolitan South Texas: Age Status and Place of Residence Comparisons.

Pub Date—22 Apr 81

Note—24p.; Paper presented at the Annual Conference on Minority Studies (9th, Las Cruces, NM, April 22-24, 1981). Paper contributes to TAES Research Project H-3286, "Quality of Life As Influenced by Place of Residence."

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Age Differences, *Community Satisfaction, Comparative Analysis, Family Characteristics, Metropolitan Areas, *Mexican Americans, *Place of Residence, *Quality of Life, Rural Population, *Rural Urban Differences, Urban Population

Identifiers—Nonmetropolitan Areas, Texas (Brooks County), Texas (Brownsville), *Texas (South)

Trained, indigenous, bilingual people conducted interviews with 172 Mexican American families from the Southmost area of Brownsville and rural communities in Brooks County, Texas, to ascertain metro-nonmetro community satisfaction, as determined by place of residence and age status differentiations among family members. Complete family study units (138 qualified) consisted of interviews with the husband, wife, and one teenager (all in same household), with one parent being Mexican American. Data on 11 Brooks County families were excluded for a special study. Metro and nonmetro adults were generally more satisfied than youth regarding community satisfaction. Generational differences were also indicated in desired size of place preferences, with youth having a greater desire for urban living, while adults chose rural residence locations. Most aspects of the local community were perceived in a positive or satisfactory manner, particularly by adults. Recreational opportunities, jobs, housing, and crime were the focus of some dissatisfaction. Thus, simplistic notions or generalized assumptions about place of residence or generational variation among minority groups did not adequately relate to the complexity and dissimilarity existing in local communities; to understand these aspects more fully, more precise notions of how minority group members perceive these aspects must be developed. (AN)

ED 202 619 RC 012 701

Wagoner, Gordon

Curriculum Expansion Efforts of a Small High School.

Liberty School District, Spangle, Wash.

Pub Date—17 Jun 81

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Career Exploration, *Correspondence Study, Curriculum Enrichment, Disabilities, Disadvantaged, Dropout Rate, *High School Students, *Individualized Instruction, *Program Effectiveness, Rural Schools, School Districts, Secondary Education, Sex Stereotypes, *Small Schools, *Vocational Education

Identifiers—Liberty High School WA, Washington (Spangle)

Liberty High School's experimental project using correspondence courses to expand curriculum offerings, begun in 1977, increased vocational offerings from 12 to nearly 2,000 by 1979 and provided career exploration opportunities for its 187 students. All students and incoming freshmen for 1977-78 had an opportunity to select at least one correspondence vocational course which matched their interests or needs. Students were counseled during the course selection process and given the California Occupational Preference System to help determine their interests. The Occupation Outlook Handbook helped them select courses to conform with job market needs. Trial lessons were used to determine students' abilities to cope with chosen courses. Because two teachers and an aide were assigned to the correspondence students, the program provided individualized instruction. Student involvement doubled from the first year to the second (from 11% of the student body enrolled the first year

to 24% the second year); the students were more committed to their training than most regular students. Male and female students were encouraged to break stereotypes by trying areas of interest rather than those dictated by tradition. The project also gave many opportunities to special needs students (handicapped and disadvantaged). There were no school dropouts during the project. (CM)

ED 202 620 RC 012 702

Wehrs, George Aman, Pilar

A Planning Handbook for Bilingual Vocational Education.

Wisconsin Univ. - Stout, Menomonie.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.

Pub Date—Jul 80

Note—108p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Elementary Secondary Education, *English (Second Language), Job Training, *Labor Force Development, Language Skills, Occupational Information, Program Content, Program Development, *Program Implementation, Second Language Programs, *Vocational Education

Identifiers—*Limited English Speaking, *Wisconsin

Designed to provide planning assistance to administrators and staff who offer vocational instruction to persons of limited English proficiency, this guide focuses on three components of a successful program: vocational instruction, language instruction, and support services. The first two chapters address the questions of why these programs should be provided and how to determine local needs for them. The third chapter shifts the focus from why to how, including methods of instruction and presenting a hierarchy of delivery forms for each component. A description of program types discusses the coordination of content and timing between the chosen forms. The chapter on local resources addresses problems of utilizing staff materials and facilities from monolingual vocational programs to develop a bilingual program. The final chapter summarizes on-going planning considerations and continued needs for data collection and evaluation with regard to recruitment, funding, financial aid, state coordination, follow up, and testing, and emphasizes the need for communication between students, staff, community, and administrators. An appendix presents brief descriptions of various types of programs and their implementation, with a contact person for each. (JD)

ED 202 621 RC 012 703

Kuvlesky, William P.

Type of Place of Residence and Bilingual Language

Use Patterns among Mexican American Youth in

Texas: Two Metro-Nonmetro Comparisons.

Report No.—USDA-CSRS-NC-128

Pub Date—22 Apr 81

Note—20p.; Paper presented to the Annual Conference on Minority Studies (9th, Las Cruces, NM, April 22, 1981). Paper contributes to the Texas Agricultural Experiment Station Project H-3286 and to the USDA-CSRS Regional Project NC-128, "Quality of Life As Influenced by Place of Residence."

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, English, Grade 10, Grade 12, High School Students, Language Maintenance, *Language Usage, *Mass Media, Metropolitan Areas, *Mexican Americans, Place of Residence, Quality of Life, *Rural Urban Differences, Rural Youth, Spanish, Standard Spoken Usage, Urban Youth, *Youth

Identifiers—Nonmetropolitan Areas, Texas (El Paso), *Texas (South)

A 1973 study of 341 Mexican American nonmetropolitan high school sophomores in South Texas and 300 Mexican American sophomores and seniors in El Paso high schools and a 1978-79 replication study of 89 metropolitan and 65 nonmetropolitan Mexican American youth explored the difference in their Spanish-English language usage patterns. Both studies indicated that nonmetro youth used Spanish more often with families than did metro youth. However, findings from the two sets of comparisons were in direct conflict in terms of relative predominance of Spanish in all other interaction contexts. The 1973 study indicated that metro and nonmetro youth differed lit-

tle in their use of Spanish versus English language mass media; the 1978-79 study indicated that, although metro and nonmetro youth did not differ in use of Spanish language radio programs, the nonmetro respondents' use of Spanish reading materials and television was less. The 1973 study indicated that nonmetro boys tended to retain predominant use of Spanish outside of interaction with parents while others did not. The 1978-79 study indicated that both metro and nonmetro girls spoke more English with family and friends than did boys. (CM)

ED 202 622 RC 012 704

Kuvlesky, William P.

Gender Differences among Mexican American

Youth: A Synthesis of Results from Texas Research, 1967-1980.

Pub Date—25 Mar 81

Note—74p.; Paper presented at the meetings of the SW Sociological Association (Dallas, TX, March 25-28, 1981). Paper contributes to TAES Project H-3286, "Quality of Life As Influenced by Place of Residence."

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, *Acculturation, Cultural Influences, Dropouts, *Ethnicity, Females, Grade 10, High Schools, High School Students, Interpersonal Relationship, Language Usage, Males, *Mexican Americans, Occupational Aspiration, Religious Factors, Rural Urban Differences, *Rural Youth, *Sex Differences, Sex Role, *Social Influences, Values

Identifiers—Chicanos, *Texas (South)

Results of surveys (in 1967, 1973, and 1978-1979) of nonmetropolitan Mexican American high school sophomores from South Texas indicated that, although broad similarities existed between males and females, there were also specific patterned gender differences in social behavior and orientations. In status projection levels, particularly educational levels, the boys and girls were similar. Intensity of desire for attainment of occupational goals was similar for both genders. High school dropouts of both genders gave most of the same reasons for leaving school and experienced little or no training after leaving. Generally, both boys and girls desired, expected, and sought upward mobility. No consistent, marked gender differences were observed relative to use of Spanish mass media and to reading and writing of Spanish in various social settings. Boys and girls held similar ideas concerning the importance of religion in choosing a mate and their religion as a possible impediment to social mobility. In many respects, nonmetropolitan youth were very assimilated culturally in the core culture. However, when ethnic-specific differences between boys and girls did exist at the cultural, social structural, and psychological levels of intergroup fusion, the girls consistently tended to be more assimilation-prone. (CM)

ED 202 623 RC 012 705

Dominquez, Domingo

A Synthesis of Issues Related to the Implementation of Bilingual Education Programs.

Pub Date—27 Mar 80

Note—19p.; Paper presented at a Symposium, "Exploring Issues and Strategies in the Implementation of Bilingual Education Programs" (Austin, TX, March 27-28, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Definitions, *Educational Innovation, Educational Objectives, Educational Principles, Educational Resources, Elementary Secondary Education, Evaluation Methods, Federal Legislation, *Program Effectiveness, *Program Implementation, *Program Improvement

To increase the possibility for successful programs and to determine the validity of the concept of bilingual education for limited English-speaking children, this discussion centers on issues which militate against full-scale implementation of bilingual education programs in some school districts. The narrative defines innovation as an "entity which is viewed as new or different" and implementation as "the process of placing the innovation into practice"; it suggests that the issues surrounding the implementation of innovative bilingual educational programs vary in nature and reflect educational decisions which have been made at the federal, state, and local levels. The synthesis describes the

following issues as having slowed down and impeded the implementation process: lack of clear goals of bilingual education; lack of opportunity for bilingual education programs to develop along accepted stages in the innovative process; resistance caused by the attributes of bilingual education (complexity, compatibility, communicability); the impact of competing innovations; the impact of policy on bilingual education; unrealistic expectations of bilingual education; inadequacy of evaluation designs; lack of resources; and context variables of bilingual education. The discussion calls for increased recognition of these issues and application of more educational change technology and knowledge. (JD)

ED 202 624 RC 012 706

Dominguez, Domingo Tunmer, William E.

Staff Development in Bilingual Schooling. Final

Report.

Southwest Educational Development Lab., Austin,

Texas.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—30 Nov 79

Grant—OB-NIE-G-78-0208

Note—231p.; Some pages may be marginally legible.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Bilingual Education, *Change Agents, Educational Change, *Educational Innovation, Elementary Secondary Education, Inservice Education, *Instructional Systems, Professional Development, Program Development, Program Evaluation, *Program Implementation, Questionnaires, *Spanish Speaking, Staff Development, Teacher Improvement

Identifiers—*Concerns Based Adoption Model, Texas

To ascertain the degree of utilization of bilingual programs and the concerns and questions teachers may have about their implementation, the Division of Bilingual and International Education of the Southwest Educational Development Laboratory conducted a study which had four objectives relating to implementation of bilingual education programs in Texas: (1) to develop a procedure for identifying types of programs being implemented in the field; (2) to determine teacher concerns about implementation of selected programs; (3) to determine levels of use of such programs; and (4) to draw conclusions to aid in staff development for such programs. The study involved use of the Concerns-Based Adoption Model (CBAM), designed to conceptualize and facilitate educational change, and had a primary goal of determining the potential applicability of CBAM to bilingual education programs, to develop a process that school districts could utilize to improve the effectiveness and productivity of their bilingual programs. Results indicated that with some modifications the CBAM system of instruments and procedures could provide schools or districts with diagnostic information to build prescriptive intervention strategies which can aid in adoption and implementation of bilingual education programs. Attachments include questionnaires and other instruments, computer coding instructions, and data from the study. (JD)

ED 202 625 RC 012 707

Garcia, Nilda, Comp. Ortega, Jaime, Comp.

Selected Papers from the Hispanic Conference

(San Antonio, Texas, February 14-16, 1980).

Dissemination and Assessment Center for Bilingual

Education, Austin, Tex.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—80

Note—288p.

Pub Type—Collected Works - Proceedings (021) —

Information Analyses (070)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Accountability, Administrator Selection, *Bilingual Education, Desegregation Effects, Educational Finance, *Educational Legislation, *Educational Needs, Educational Policy, Elementary Secondary Education, Equal Education, Evaluation Criteria, Government School Relationship, Higher Education, *Hispanic Americans, *Mexican American Education, Migrant Education, Minimum Competency Testing, Moral Issues, Parent Participation, Politics, Postsecondary Education, Program Development

Identifiers—*Chicanos, Undocumented Students

Covering the Bi-regional Conference on the Education of Hispanics which was held February 14-16, 1980, in San Antonio, Texas, this text is a verbatim report of selected papers presented. Presentations in the post-secondary sessions deal with the Hispanic variable in higher education (five papers); program and professional development and implementation in the institutional setting (four papers, plus a summary); and accountability in higher education (four papers, plus recommendations for Hispanic education for the next decade). Presentations in the elementary and secondary education sessions deal with legislative, judicial, and moral issues affecting the education of Hispanics (5 papers, plus recommendations), and implementation, enforcement, and accountability issues affecting the education of Hispanics (10 papers). The sessions on bilingual education include presentations on legislative and judicial issues affecting the education of Hispanics (five papers), implementing bilingual education programs and enforcing compliance with federal and state statutes (three papers), and accountability for ensuring equal educational opportunity for Hispanic children (three papers). A presentation by Ruben Bonilla, Jr., on issues for educational issues of 1980, general conference recommendations, and a list of conference participants are also included. (CM)

ED 202 626 RC 012 708

Bailey, Viviana Visaraga

Chicano Role Models for Health Careers.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Apr 80

Note—57p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, Ancillary School Services, *Career Choice, *Health Occupations, Health Services, Higher Education, Hispanic Americans, Mexican American Education, *Mexican Americans, Occupational Information, Professional Personnel, *Role Models, Secondary Education, Student Financial Aid, Vocational Education
Identifiers—*Chicanos, *United States (Northwest)

Designed to provide health career information to Chicano/Hispanic students, this publication can be used by counselors and teachers to motivate and assist Chicano/Hispanic students to enter the health professions. The booklet includes: (1) inspirational comments from pictured Chicano/Hispanic role models in the Northwest who are currently involved in health occupations and who may be contacted for information concerning school presentations and field trips for students to health facilities; (2) brief descriptions of different health careers and sources for further information on each; (3) suggested courses of study for students in grades 9-12; (4) a list of support services for Chicano/Hispanic students seeking to continue higher education; and (5) a list of Chicano/Hispanic health services in the Northwest. (Author/CM)

ED 202 627 RC 012 709

Viramontes de Marin, Maria

Understanding Chicano People, Language, and Culture.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[79]

Note—44p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, *Bilingualism, Classroom Techniques, Code Switching (Language), Cultural Background, Cultural Traits, Elementary Secondary Education, *English (Second Language), *Hispanic American Culture, *Mexican American Education, Mexican American History, *Mexican Americans, Multicultural Education, Phonemes, Pronunciation, Reading Materials, Spanish Speaking, Student Problems
Identifiers—*Chicanos, *Limited English Speaking

Designed to provide classroom teachers, administrators, district personnel, and board members with a brief description of the cultural and educational background of native Spanish speakers, this monograph is divided into seven sections. Section 1 describes the historical and cultural influences on the Chicano way of thinking, believing, acting, and speaking. Section 2 gives a brief overview of Chicano culture. Section 3 discusses school prob-

lems encountered by limited English proficiency students. Section 4 describes the heterogeneity of Spanish speakers, including bilinguality, code-switching, code-mixing, and teacher attitudes. Section 5 contains a brief overview of strategies and problems of teachers of English as a Second Language (ESL). Section 6 contains guidelines to help district administrators develop a plan to more effectively teach limited English speaking students. Section 7 offers a selected reading list on background material, education, and English as a Second Language. (CM)

ED 202 628 RC 012 710

Hudner, Jean Anne W. Lammonds-Harwood,

Pamela

Rural Services Directory.

Murray State Univ., Ky. Center for Innovation and Development.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Apr 81

Note—371p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Agency Cooperation, *Agency Role, Delivery Systems, Disabilities, *Exceptional Persons, Federal Government, Local Government, Migrants, *Private Agencies, Program Descriptions, *Public Agencies, Regional Programs, *Rural Areas, Rural Population, *Services, State Government

Identifiers—Guam, Puerto Rico, *United States, Virgin Islands

The directory details formal and informal agencies and organizations and the programs and projects through which they provide services to rural populations in the United States and its territories. The book gives the level at which a program is offered, its primary focus, and its target population. The book's major divisions are based on program level: federal (administered by the United States government); national (organized nationwide with a professional service motive); regional (resulting from the union of several states with a common purpose); state (meeting needs of the state's population); local (operating in multicounty, county, or local areas to serve needs of people residing in the immediate locale); and private (serving via foundation, trade, or non-public means). Each major division contains a matrix showing each agency's type, functions, and target population (by age, ethnic background, and need or disability), and whether the effort is a collaborative venture. A list of the names and addresses of the agencies at that level follows the matrix. In the state and local level section, states and territories are organized alphabetically within federal regions and programs are organized alphabetically within state or territory. A map of the federal regions is included. (Author/SB)

ED 202 629 RC 012 711

DeFoe, Bettye Haller

Community Problem Solving and Small/Rural Schools.

Pub Date—Mar 81

Note—14p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *Change Strategies, Community Change, Community Organizations, Community Problems, Demography, *Educational Change, Educational Finance, Elementary Secondary Education, Leadership Responsibility, Migration Patterns, Models, *Population Trends, Problem Solving, *Rural Schools, Rural Urban Differences, Small Schools, *Social Change

Because demographic and social changes in rural communities also affect small and rural school environments, schools must consider the impact of community change and plan accordingly. Rural school administrators, who are visible and respected, know how to work with groups, and understand the local community, are well qualified to provide their communities with planning leadership and management and to guide problem solving efforts. Rothman has defined three problem solving models, seldom seen in their distinct form, that are often used in growing, static, and declining communities: the community development model, in which the community works as a whole; the social planning model, in which the power structure sponsors fact-finding by professional planners; and the social action model, in which parts of the community seek to reallocate

community power and resources. Communities experiencing rapid growth often have overcrowded schools and problems with school finance and administration. Communities experiencing decline often face the reduction or elimination of educational programs or personnel, increased taxes, or school consolidation. Early response to demographic and social community change is essential. An effective change process for small towns must consider broad based planning, trusted implementation assistance, and an institutional base to sustain the change effort. (SB)

ED 202 630 RC 012 712

DeFoe, Bettye Haller

The Community Schools Advisory Panel: A Texas Approach.

Pub Date—May 81

Note—7p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Advisory Committees, *Agency Role, *Community Schools, Educational Administration, Elementary Secondary Education, Government School Relationship, School Districts, *State Departments of Education, *State School District Relationship
Identifiers—*Community Schools Advisory Panel TX, *Texas Education Agency

In 1977 the Texas Education Agency (TEA) organized the Community Schools Advisory Panel (CSAP) because administrators of smaller school districts wanted regular opportunities to express their schools' views to TEA decision makers, especially the Commissioner of Education. CSAP consists of 14 representatives of Texas' 1,009 community schools (districts with only 1 high school) and 1 education service center director, who work with a TEA staff liaison person. As much as possible, CSAP membership reflects schools of all sizes from all parts of the state. Members serve for five years, with a rotation of three members every August. Members maintain contact with the school administrators they represent at regional inservice meetings during the year, through professional associations, and through informal networks. Regular spring and fall panel meetings are preceded by planning meetings, chaired by the Commissioner of Education, and include TEA presentations. Deliberation of issues is frank but friendly in an atmosphere of mutual respect. CSAP now has the opportunity to influence the climate in which community schools operate. TEA now takes advantage of available expertise and wins good will. CSAP has worked to the mutual benefit of TEA and the community schools of Texas. (SB)

ED 202 631 RC 012 713

Ostertag, Bruce Andrew

Navajo Learning Disabled Reading Practices and Procedures.

Spons Agency—Northern Arizona Univ., Flagstaff. Coll. of Education.

Pub Date—15 Jun 81

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indians, Elementary Education, *Learning Disabilities, Needs Assessment, Public Schools, Questionnaires, Reading Diagnosis, Reading Difficulties, *Reading Instruction, Reading Teachers, *Remedial Reading, Special Education, Teacher Certification, Teacher Education, *Teacher Responsibility, *Teaching Methods
Identifiers—Bureau of Indian Affairs Schools, *Navajo (Nation)

A survey of special educators who taught elementary learning disabled (LD) Navajo students in 15 public and 28 Bureau of Indian Affairs (BIA) schools sampled practices and procedures in current use including the role responsibility for teaching reading, reading assessment instruments, commonly used reading approaches, reading skills stressed, and commonly used reading materials. Teachers also responded to questions regarding their educational and teaching experiences. Results of the study indicated: (1) there were no significant differences between public and BIA-affiliated schools; (2) at least half of the teachers surveyed had a major reading responsibility for their LD students; and (3) a majority of the respondents believed more reading coursework should be required for special education credentialing. The data reflected the "state of the art" on the Navajo Nation; re-

vealed currently used reading assessment instruments, approaches, skills, materials, and teacher and educational experiences; and indicated teacher dissatisfaction with existing formal devices. The collected data could be used for reference purposes by teachers desiring additional information regarding reading approaches, skills and materials for Navajo students. An appendix contains a sample questionnaire and frequency responses. (CM)

ED 202 632 RC 012 714

LaChapelle, Dolores Bourque, Janet

Earth Festivals: Seasonal Celebrations for Everyone Young and Old.

Pub Date—76

Note—202p.; Not available in paper copy due to author's choice.

Available from—Finn Hill Arts, P.O. Box 542, Silverton, CO 81433 (\$12.50; 5 or more copies, \$7.50 ea. + postage).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *American Indian Culture, American Indians, Art Activities, Children, Conservation (Environment), Dance, *Ecology, Games, Handicrafts, *Learning Activities, Legends, *Outdoor Education, Self Actualization Identifiers—*Environmental Awareness, Meditation, Rituals, *Seasonal Celebrations

Using celebrations drawn from American Indian culture, the teaching guide is intended to help anyone over the age of eight learn from the earth and benefit emotionally and physically from earth festivals. Thirty-six weekly celebration sessions are organized in five seasonal cycles: the autumn equinox cycle, the relationship cycle, the energy cycle, the vegetation cycle, and the vision cycle. Instructions for each session include complete directions keyed by symbols which indicate "what to do," "what to say," instructions to the ceremonial leader, movement and chants, creative activities, and a closing. Through games, crafts, cooking, songs, dances, and chants, the sessions involve the participant in the celebration of the four great earth festivals, the solstices and the equinoxes. The sessions also address relationships with plants, animals, earth, the "powers," pollen, and water; dreams; harmony and balance of the body; legends; and concepts (mandala, yin/yang) drawn from Eastern origins. A meeting area and ceremonial tepee area are used in each session. The one-hour sessions can be expanded to two hours and are suitable for use indoors or outdoors, in the city, suburbs, or country. Appendices include a list of materials sources, notes to educators, and additional activities. (Author/SB)

ED 202 633 RC 012 715

Barnhardt, Ray

Culture, Community and the Curriculum. Curriculum Resources for the Alaskan Environment. Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Spons Agency—Alaska State Dept. of Education, Juneau; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—80

Grant—G007701985

Note—69p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acculturation, *Community Involvement, Cultural Awareness, Cultural Differences, Cultural Pluralism, *Curriculum Development, Educational Resources, Elementary Secondary Education, *Experiential Learning, *Minority Groups, *Multicultural Education, Nonformal Education, Problem Solving, Process Education, *School Community Relationship, Student Projects, Student Role, Teacher Role, Teaching Methods

Identifiers—*Community Based Education, Schools Without Walls

A goal for minority education is "cultural eclecticism," which combines features of assimilationist and cultural pluralist perspectives into an open-ended educational approach that respects cultural diversity. To achieve this, a project-centered approach to curriculum design, blending the academic functions of the school (subject-oriented) with the cultural patterns of the community (process-oriented) is most effective; the goals, content, structure and methods must also contain some form of experiential learning. The "nonformal education" approach, which draws on community resources, incorporates experiential learning, allows flexibility

for different types of learning experiences, and provides opportunities for student and community influence on form and direction of learning, provides a model for adapting formal education to an informal context in minority communities. The "micro-society" approach restructures the schooling environment to create a realistic microcosm of the surrounding society. In the "school without walls" approach, students engage in directed learning activities in the real life environment of the community, and thus can acquire the equivalent structures necessary to function in their chosen adult roles. A cross-cultural, community-based approach to education is well-suited to minority students because it engenders widespread interaction between school and community participants and provides mechanisms for community influence on learning by both students and teachers. (MH/CM)

ED 202 634 RC 012 716

Criteria for Excellence: Bilingual-Bicultural Education. Promising Practices.

Alaska State Dept. of Education, Juneau.

Pub Date—Nov 79

Note—10p.; Paper copy not available due to publisher's choice.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Community Involvement, *Educational Assessment, Educational Philosophy, Educational Resources, Elementary Secondary Education, *Evaluation Criteria, Inservice Teacher Education, Instructional Materials, *Multicultural Education, Professional Training, Program Administration, Program Design, *Program Evaluation
Designed to be used by administrators, professional staff, and community representatives to assess bilingual-bicultural education programs, the booklet consists of checklists (rating aspects of the programs on a 5-point scale which ranges from "not started" to "achieved") and a district profile sheet. Areas covered on the checklists include philosophy, management, staff preparation and inservice, program design, materials and resources, program evaluation, and community involvement. Information generated from the checklists can also be used for: establishing program goals; validation of promising practices or exemplary programs; self-appraisal (school, district, or community level); planning inservice; planning and evaluating federal programs; and disseminating information. (CM)

ED 202 635 RC 012 717

Oversight Hearings on the Implementation of Title XI, Public Law 95-561: Problems in the BIA Portland Area. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, Second Session (July 28-29, 1980).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Jul 80

Note—51p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, American Indians, *Educational Finance, Elementary Secondary Education, *Federal Aid, *Federal Indian Relationship, *Federal Programs, Hearings, Information Dissemination, *Retrenchment, Tribal Sovereignty, Tribes

Identifiers—Basic Indian Education Act, *Bureau of Indian Affairs, Community Controlled Education, Congress 96th, Pacific Northwest

The Subcommittee on Elementary, Secondary, and XI, Public Law 95-561: Problems in the BIA Portland Area. Issue of administrative funds (Element 10, Title XI, Basic Indian Education Act) to be allotted to the Portland area of the Bureau of Indian Affairs (BIA). Maxine Edmo, president of the Advocates for Indian Education educational arm of the Affiliated Tribes of Northwest Indians, and Mark Trahan, executive director, testified. Ms. Edmo asked for assistance in resolving the threatened curtailment or elimination of education programs and services in the Northwest. She asked that the administration explain how they proposed to fund the threatened activities through fiscal year 1981 and that the committee determine the necessary means to correct the problem. Mr. Trahan testified that the communications system of the Bureau needed to be examined for deficiencies. Chair-

man Kildee stated that the Portland area tribes would receive their full share of Bureau services. At a continuation hearing on July 29, Earl Barlow (Director, Office of Indian Education Programs) testified that efforts were being made to correct the situation. Mr. Kildee observed that the errors made indicated an inadequate management information system and inadequate communication between BIA divisions. Prepared statements and supporting letters are included. (CM)

ED 202 636 RC 012 718

Irizarry, Ruedie A. Torres, Judith A.

Native American Education Program Title IV Indian Education Act, 1979-1980. Final Evaluation Report, Project 5001-42-04201.

New York City Public Schools, Brooklyn, N.Y.

Pub Date—80

Note—71p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, *American Indian Education, American Indians, Community Involvement, Counseling, *Cultural Education, *Educational Objectives, Elementary Secondary Education, Needs Assessment, Parent Participation, Program Administration, Program Design, *Program Evaluation, *Resource Centers, Staff Development, Tutorial Programs, *Urban American Indians

Identifiers—New York (New York), *Supportive Services Program

In 1979-1980, New York City's Native American Education Program (serving approximately 455 students) was maintained so that objectives were achieved, and sometimes surpassed, despite a number of obstacles (budgetary shortages, attendance drop, hazardous and inaccessible new location). Expectations were exceeded in the area of school and home visits. Staff development was enhanced, as staff worked closely with teachers, students and media producers to ensure the fair and factual treatment of Native Americans in the media and in classroom experiences. A satellite program was initiated, and a 3-week mini course in Native American History/Culture was held at a school in Brooklyn. The staff adopted previous recommendations for program improvement. A needs assessment study was completed, and next year's program was planned to eliminate some obstacles and compensate for those remaining. Objectives were written to be specific, measurable and achievable; the budget was designed to best facilitate the objectives. Recommendations for next year were to: expand the satellite class program; employ a curriculum specialist; arrange for more adequate space and/or a strong communication/referral network; attempt to measure program impact; employ part time tutors early in the program. Appendices consist of various forms used in administering the program. (Author/CM)

ED 202 637 RC 012 720

The Bureau of Indian Affairs Should Do More to Help Educate Indian Students. General Accounting Office Report to the Secretary of the Interior.

General Accounting Office, Washington, D.C.

Report No.—HRD-77-155

Pub Date—3 Nov 77

Note—50p.

Pub Type—Reports - Evaluative (142) - Legal/

Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *American Indian Education, American Indians, *Ancillary School Services, College Freshmen, *College Preparation, *College Students, Counseling Services, *Dropout Characteristics, Federal Indian Relationship, Financial Aid Applicants, *Higher Education, Program Effectiveness, Student Characteristics, Student Mobility, Student Needs, Tutoring

Identifiers—*Bureau of Indian Affairs

A study done by the United States General Accounting Office at seven higher education institutions that enrolled approximately 2,000 Indian students indicated that Indian students had lower assessment test scores and cumulative grade point averages than the general student population and that Indian freshmen particularly needed help. Recommendations included: (1) the Bureau of Indian Affairs (BIA) should develop and implement a system for gathering information on Indian students and the schools they attend to help students further their education, develop leadership potential, and increase professional and vocational employment

opportunities; (2) counseling, pre-college orientation programs, and remedial and tutoring services should be offered; (3) BIA should assess the elementary and secondary education achievements of Indian students so that it can suggest to freshmen students remedial courses or other education programs than a 4-year degree program; (4) there should be BIA regulations spelling out how the program is to be administered and the services that should be provided to Indian students; and (5) BIA should sufficiently staff the higher education grant program. Recommendations to the Secretary of the Interior included the above and also that colleges should assist and encourage Indian and non-Indian counselors to provide more support services for Indian students. (CM)

ED 202 638 RC 012 723
Portland Area Office Bureau of Indian Affairs:
1980 Annual Report.

Bureau of Indian Affairs (Dept. of Interior), Portland, Ore.

Report No.—GPO-797-704

Pub Date—Feb 81

Note—43p.; Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Agency Role, Agriculture, American Indian Education, American Indian Reservations, *American Indians, Budgets, Community Involvement, Community Services, *Economic Development, *Federal Indian Relationship, Forestry, Self Determination, *Technical Assistance, Tribes

Identifiers—Bureau of Indian Affairs, Fishing, Idaho, Oregon, *Tribal Management, Washington In 1980 the Bureau of Indian Affairs (BIA) Portland Area Office served 43,500 Indians of 33 federally recognized tribes, bands, and groups living on or near 4 million acres of reservation land in Idaho, Washington, and Oregon. Highlights of the fiscal 1980 BIA/tribal partnership included the joint review of overall Office operations and management; the creation of the Hoquiam, Washington, BIA agency; and increased tribal participation in budgetary matters. In fiscal 1980, 275 programs worth \$21 million (38% of the Office's program funds) were contracted under the Self Determination Act. Also, the 3600 acre reservation of the Confederated Tribes of Siletz Indians was restored. The BIA provided technical assistance in the areas of forestry and agriculture (the two major resources of tribal revenue), mineral resources, ranching, fishing, and business enterprises including retail outlets, fish processing, furniture manufacturing, and tourist facilities. Direct tribal participation in water resource planning in the area remained an unrealized goal. The tribes were increasingly active in the area of education. Nearly 900 students attended 7 tribally operated schools and 1 boarding school. Nearly 11,000 Indian students were eligible for supplementary educational services. Continued improvements in BIA/tribal management and service delivery were recommended. (SB)

ED 202 639 RC 012 725
McLemore, Bob, Comp. And Others
Statistics Concerning Indian Education, Fiscal Year 1977.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date—81

Note—40p.; For related documents, see ED 141 045-047 and RC 012 726-727.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Role, *American Indian Education, American Indians, Average Daily Membership, *Boarding Schools, Census Figures, *Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Federal Programs, Graduates, Higher Education, School Construction, Schools, Tribes

Identifiers—Bureau of Indian Affairs, Contract Schools, Johnson O Malley Act The publication contains tabular statistical data on Bureau of Indian Affairs (BIA) operated schools during 1977: (1) numbers of Indian children ages 5-18 and over 18 enrolled in school by area, agency, and school status; (2) number of schools operated, by type; (3) enrollment and average daily membership by type of school; (4) boarding school enrollment and average daily membership; (5) day school enrollment and average daily membership; (6) dormitory enrollment and average daily membership; (7) school enrollment by grade level and area; (8)

school completions and graduates by area; (9) school enrollment by degree of American Indian blood; (10) school construction summary by location; (11) school enrollment by tribe; (12) participation in programs authorized by the Elementary and Secondary Education Act; (13) higher education programs; (14) Johnson O'Malley enrollments by area; (15) enrollments in schools contracted to American Indian groups for operation. A fact sheet is included, indicating that 45,276 Indian students were enrolled in 194 BIA schools with an average daily membership of 40,432.9; that an additional 5,371 students were enrolled in contract schools; that high school graduates numbered 1,614; and that post graduate completions and placements numbered 651. (SB)

ED 202 640 RC 012 726
Paquin, Bonnie, Comp. Leading Fighter, Evelyn, Comp.

Statistics Concerning Indian Education, Fiscal Year 1978.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date—81

Note—50p.; For related documents, see ED 141 045-047 and RC 012 725 and RC 012 727.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Agency Role, American Indian Education, American Indians, Average Daily Membership, *Boarding Schools, Census Figures, *Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Federal Programs, Graduates, Higher Education, School Construction, Schools, *Tribes

Identifiers—Bureau of Indian Affairs, Contract Schools, Johnson O Malley Act The pamphlet contains tabular statistical data regarding Bureau of Indian Affairs (BIA) operated schools during 1978. Included are tabular data regarding: (1) number of schools operated by type; (2) enrollment and average daily attendance by area; (3) boarding school enrollment and average daily attendance; (4) day school enrollment and average daily attendance; (5) dormitory enrollment and average daily attendance; (6) enrollment by grade and area; (7) completions and graduates by area; (8) enrollment by degree of Indian blood; (9) enrollment by tribe; (10) school construction summary; (11) participation in programs authorized by the Elementary and Secondary Education Act; (12) higher education programs; (13) Johnson O'Malley enrollments; (14) enrollments in schools contracted for tribal operation; and (15) adult education programs. A statistical fact sheet is included and indicates that enrollment in 188 BIA schools was 43,475 with an average daily enrollment of 40,129.5; that an additional 6,698 students were enrolled in 34 contract schools; that high school graduates numbered 1,513; and that postgraduate completions and placements numbered 507. A list of federally recognized tribes and bands completes the pamphlet. (SB)

ED 202 641 RC 012 727
Leading Fighter, Evelyn, Comp.
Statistics Concerning Indian Education, Fiscal Year 1979: International Year of the Child.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date—81

Note—66p.; For related documents, see ED 141 045-047 and RC 012 725-726.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Agency Role, *American Indian Education, American Indians, Average Daily Membership, *Boarding Schools, Census Figures, *Day Schools, Dormitories, *Elementary Secondary Education, *Enrollment, Federal Legislation, Federal Programs, Graduates, Higher Education, School Construction, Schools, *Tribes

Identifiers—Bureau of Indian Affairs, Contract Schools, Johnson O Malley Act The pamphlet contains tabular statistical data on Bureau of Indian Affairs (BIA) operated schools in 1979: number of BIA boarding and day schools by area; number of tribally-operated boarding and day schools by area; BIA boarding school enrollment and average daily membership; boarding school enrollment by grade; day school enrollment and average daily membership; day school enrollment by grade; total boarding and day school enrollment by grade; total boarding and day school enrollment and

average daily membership; dormitory enrollment and average daily membership; dormitory enrollment by grade; tribally-operated contract school enrollment and average daily membership; contract school enrollments by grade; enrollment by degree of American Indian blood; 1975-79 enrollment and school summary; enrollment by tribe; completions and graduations by area; Johnson O'Malley enrollments by area; school construction summary; participation in Elementary and Secondary Education Act programs; Higher Education Program enrollment by area; and Adult Education Program enrollment by area. Also included are: a list of federally recognized tribes and bands; children's drawings; and a fact sheet indicating that 43,571 Indian children were enrolled in 189 BIA schools with an average daily membership of 39,266.8 and that 6,412 students attended 33 contract schools. (SB)

ED 202 642 RC 012 729
Bradt, William D.

Development of a Gifted and Talented Program in a Small School. Position Paper.

Little Falls City School District, N.Y.

Pub Date—4 May 81

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Classroom Environment, Elementary Secondary Education, *Financial Support, *Mainstreaming, *Program Design, Rural Areas, *Small Schools, *Talent Development

Identifiers—New York, Talents Unlimited Program The Little Falls City School District's K-12 gifted and talented program is organized on three sequential levels. The elementary grades program is part of the nationally replicated Talents Unlimited Program based on Bloom's Taxonomy, and is taught by the regular classroom teacher to all students in a participating classroom. Students participate in any subject area through previously constructed lesson plans consisting of intellectual exercises. The second level (discontinued at this time because of funding) for seventh and eighth grades is a pull-out program in which an instructor meets with identified gifted/talented students one to two hours per week. The program features simulation exercises, field trips, intellectual games, and discussions about proposed projects. An advisory committee determines guidelines for selecting students for this level and the third level (grades 9-12). Third level students undergo a series of simulation exercises, meetings with professionals in their areas of interest, and conferences with the director about available research data. A mentor is selected for each student, to act as a facilitator, resource person, and reinforcer. The student or group of students selects a worthwhile one to four year project. At this stage, independent study and individualized educational planning are emphasized. (CM)

ED 202 643 RC 012 730
National Migrant Education Program: Early Childhood Development Skills-Birth Through 5 Years (Desarrollo de Destrezas en la Temprana Infancia-Desde el Nacimiento Hasta los Cinco Años de Edad).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Contract—300-76-0090

Note—170p.; For related documents, see RC 012 731-736.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Affective Measures, Child Development, Cognitive Measurement, *Developmental Tasks, Infants, *Measures (Individuals), *Migrant Children, *Migrant Education, Motor Development, Preschool Children, Preschool Education, Psychomotor Skills, *Skill Analysis, *Student Records, Transfer Students

Identifiers—Migrant Student Record Transfer System

Compiled to ensure cooperation between states and to provide continuity of reporting on developmental skills for the migrant child from birth through five years of age, this booklet lists the psychomotor, cognitive, and affective skills which are reported through the Migrant Student Record Transfer System (MSRTS). Published in both English and Spanish, the skill lists focus on the development of young children and reflect opportunities to explore, create, and sense a positive, warm, and se-

cure setting in the world about them. The publication describes conditions to consider in selecting skill statements to report and gives directions, samples, and suggested uses for the MSRTS Early Childhood Transmittal Record. The lists display the skill descriptions and codes for the topics covered in the three educational areas: (1) psychomotor skills—gross and fine; (2) cognitive skills—oral language, visual, and auditory; and (3) affective skills—personal/interactional. Separate sections for each of the three areas define and expand the statements for each skill. A bibliography of 104 items presents sources used in the compilation of the skills statement. (JD)

ED 202 644 RC 012 731
National Migrant Education Program: Oral Language Skills—English (Destrezas de Lenguaje Oral—Español).

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Contract—300-76-0090

Note—51p.; For related documents, see RC 012 730 and RC 012 732-736.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Developmental Tasks, Elementary Secondary Education, *Language Skills, Listening Comprehension, Listening Skills, *Measures (Individuals), Migrant Children, *Migrant Education, *Oral Language, *Skill Analysis, Speech Communication, Speech Skills, *Student Records, Transfer Students, Verbal Communication, Vocabulary Development

Identifiers—*Migrant Student Record Transfer System

Used as an integral part of the migrant student skills system operated by the Migrant Student Record Transfer System (MSRTS), the oral language skills list contains a catalog of skills typical of the K-12 grade range. This catalog includes a sample of the MSRTS transmittal record which permits teachers to report the skills being worked on at the time of a student's withdrawal. Published in English and Spanish, the document defines terminology used for the MSRTS oral language skills list: areas, topics, subtopics, and skills. It includes directions for recording oral language development in listening and speaking in the following areas: (1) listening comprehension, which covers the topics of oral directions, recall, and relationships; (2) critical listening, which presents evaluation as a topic; (3) personal listening, which includes the topic of self-selected creative listening; (4) oral expression, which covers the topics of functional communication and creative communication; and (5) vocabulary development, which includes basic vocabulary and expanded vocabulary topics. The list also includes suggested uses of MSRTS Oral Language Records for teachers wishing to develop a child's oral language program. (JD)

ED 202 645 RC 012 732
National Migrant Education Program: Reading Skills—English (Programa Nacional de Educación Migrante: Destrezas de Lectura—Español).

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Contract—300-76-0090

Note—73p.; For related documents, see RC 012 730-731 and RC 012 733-736.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Decoding (Reading), Developmental Tasks, Elementary Secondary Education, *Measures (Individuals), *Migrant Children, *Migrant Education, Reading Comprehension, *Reading Skills, *Skill Analysis, *Student Records, Study Skills, Transfer Students

Identifiers—*Migrant Student Record Transfer System

Used as an integral part of the migrant student skills system operated by the Migrant Student Record Transfer System (MSRTS), the reading skills list contains a catalog of reading skills typical of the K-12 grade range. This catalog includes a sample of the MSRTS transmittal record which permits teachers to report the reading skills being worked on at the time of the student's withdrawal. Published in English and Spanish, the document presents an explanation of terminology used for MSRTS reading skills: areas, topics, subtopics, and skills. It includes

directions for recording reading skills development in the following areas: (1) decoding, which includes the topics of readiness, consonants, vowels, and structural analysis; (2) comprehension, which covers the topics of literal meaning, inferential reasoning, and vocabulary; and (3) study skills, which presents the topic of reading in the content area. Suggested uses to help the teacher receiving the MSRTS Reading Skills Record in developing a child's reading program are also included. (JD)

ED 202 646 RC 012 733
National Migrant Education Program: Math Skills.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Contract—300-76-0090

Note—160p.; For related documents, see RC 012 730-732 and RC 012 734-736.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Decimal Fractions, Developmental Tasks, Elementary Secondary Education, Fractions, Learning Readiness, *Mathematics Education, *Measures (Individuals), *Migrant Children, *Migrant Education, Number Concepts, Percentage, Set Theory, *Skill Analysis, *Student Records, Transfer Students, Whole Numbers

Identifiers—*Migrant Student Record Transfer System

Used as an integral part of the migrant student skills system operated by the Migrant Student Record Transfer System (MSRTS), the math skills list contains a catalog of math skills typical of the K-9 grade range. This catalog includes a sample of the MSRTS transmittal record, a reporting form which permits teachers to report the math skills mastered and under study by migrant students. The document presents an explanation of terminology used for MSRTS math skills: areas, topics, subtopics, and skills. It includes directions for recording math skills development in the following areas: (1) readiness, (2) number meaning, (3) whole numbers, (4) fractions, (5) decimals, (6) percent, (7) measurement, (8) geometry, (9) probability and statistics, and (10) sets. Specific topics, subtopics and skills are outlined for each area. (JD)

ED 202 647 RC 012 734
National Migrant Education Program: Mini-Math Skills K-3.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Contract—300-76-0090

Note—52p.; For related documents, see RC 012 730-733 and RC 012 735-736.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Developmental Tasks, Learning Readiness, *Mathematics Education, *Measures (Individuals), *Migrant Children, *Migrant Education, Number Concepts, Primary Education, *Skill Analysis, *Student Records, Transfer Students, Whole Numbers

Identifiers—*Migrant Student Record Transfer System

Used as an integral part of the migrant student skills system operated by the Migrant Student Record Transfer System (MSRTS), the mini-math skills list contains a catalog of math skills typical of the K-3 grade range. The document presents an explanation of terminology used for the MSRTS mini-math outline: areas, topics, subtopics, skills, and displays. It contains displays for six major areas: (1) readiness, (2) number meaning, (3) whole numbers, (4) fractions, (5) measurements, and (6) sets, and lists characteristics of topics and subtopics for each area. (JD)

ED 202 648 RC 012 735
National Migrant Education Program: Mini-Math Skills 4-6.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Contract—300-76-0090

Note—78p.; For related documents, see RC 012 730-734 and RC 012 736.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Developmental Tasks, Fractions, Intermediate Grades, *Mathematics Education, *Measures (Individuals), *Migrant Children, *Migrant Education, *Skill Analysis, *Student Records, Transfer Students, Whole Numbers

Identifiers—*Migrant Student Record Transfer System

Used as an integral part of the migrant student skills system operated by the Migrant Student Record Transfer System (MSRTS), the mini-math skills list contains a catalog of math skills typical of the 4-6 grade range. The document presents an explanation of terminology used for MSRTS mini-math outline: areas, topics, subtopics, and skills. It contains displays for six major areas: (1) number meaning, (2) whole numbers, (3) fractions, (4) measurement, (5) probability and statistics, and (6) sets, and lists topics, subtopics, and skills for each area. (JD)

ED 202 649 RC 012 736
National Migrant Education Program: Mini-Math Skills 7-9.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Contract—300-76-0090

Note—130p.; For related documents, see RC 012 730-735.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Decimal Fractions, Developmental Tasks, Fractions, Geometry, Junior High Schools, *Mathematics Education, *Measures (Individuals), *Migrant Children, *Migrant Education, Percentage, Set Theory, *Skill Analysis, *Student Records, Transfer Students, Whole Numbers

Identifiers—*Migrant Student Record Transfer System

Used as an integral part of the migrant student skills system operated by the Migrant Student Record Transfer System (MSRTS), the mini-math skills list contains a catalog of math skills typical of the 7-9 grade range. The document presents an explanation of terminology used for MSRTS mini-math outline: areas, topics, subtopics, and skills. It contains displays for eight major areas: (1) whole numbers, (2) fractions, (3) decimals, (4) percent, (5) measurement, (6) geometry, (7) probability and statistics, and (8) sets, and lists of topics, subtopics and skills for each area. (JD)

ED 202 650 RC 012 737
Feldhausen, Thomas

The 4-Day School Week: A Partial Solution to Today's Energy Crisis and Declining State Funding to Education.

Liberty School District, Spangle, Wash.

Pub Date—17 Jun 81

Contract—5A00-0110278

Note—15p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, *Extended School Day, *Program Attitudes, Program Effectiveness, Rural Schools, School Districts, *School Schedules, School Support, *Small Schools

Identifiers—American Indian History, *Lakota (Tribe), North Dakota, South Dakota

As a partial solution to the energy crisis and to solve the problem of drastically rising operating costs coupled with less state support, in 1980-81 the Liberty School District (Spangle, Washington) implemented a 4-day school week comparable to the program used by Cimarron School District #3 in New Mexico. A survey conducted in 1975 by the Cimarron District (survey form and results included in report) indicated community acceptance of the program. The Liberty School District, a large rural district with one small high school and two small elementary schools, excluded Friday from the school week. This provided a significant decrease in the use of heating oils, natural gas, and electricity. In order to meet Washington requirements, schools started 15 minutes earlier and ended 1 hour later. Projections indicated that the typical high school student would gain almost 31 school days over a 4-year period, despite the fact that school would start one week later and operate for 144 days instead of 180. The gain was attributed to longer class periods, the fact that teacher in-service and parent-teacher conferences were no longer held on school days, and time saved in setting up and cleaning classrooms. Liberty School District realized many advantages and few disadvantages from the program. (CM)

ED 202 651

RC 012 738

Amiotte, Arthur

Art & Indian Children of the Dakotas: An Introduction to Art & Other Ideas. Series Number 3. Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office. Pub Date—[78]

Note—222p.; For related documents, see ED 183 343-344 and RC 012 739.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Education, American Indians, *Art Appreciation, *Art Education, Art Materials, Clothing Design, Cultural Awareness, Cultural Education, *Cultural Enrichment, Cultural Crafts, Elementary Education, *Handicrafts, Multicultural Education, Values
Identifiers—American Indian History, *Lakota (Tribe), South Dakota

The third volume of a bicultural educational series designed and produced especially for use in Aberdeen area schools with predominantly western Sioux populations has educational import for children and teachers everywhere who have an interest in the art and culture of the western Sioux. A description of decorative art among the Lakota people and its connection with ceremonial life and everyday life is given. Through a visual and verbal approach to art appreciation, the volume emphasizes beauty, the senses, and texture in various art media. The section on quills describes the historical methods used by Lakota women to gather, prepare, dye, and sew quills and depicts many of the articles decorated with quills. It includes diagrams of the ways quills were worked. The sections on beads describe various early beads made from shell (dentalium), stone, bones of fish and animals, deer hoofs, seeds, and teeth, and the bright glass beads acquired later. Also included are many photographs of articles decorated with beadwork and diagrams of different kinds of beading techniques. (CM)

ED 202 652

RC 012 739

Amiotte, Arthur

Art & Indian Children of the Dakotas: An Introduction to Art. Series Number 4.

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Pub Date—78

Note—160p.; For related documents, see ED 183 343-344 and RC 012 738.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*American Indian Culture, American Indian Education, American Indian Literature, American Indians, *Art Appreciation, Art Education, *Art Expression, *Art Materials, Creativity, *Cultural Awareness, Cultural Education, Cultural Enrichment, Elementary Education, *Handicrafts, Legends, Multicultural Education, Painting (Visual Arts)

Identifiers—American Indian History, *Lakota (Tribe), North Dakota, South Dakota

The fourth volume of a bicultural educational series designed and produced especially for use in Aberdeen area schools with predominantly western Sioux populations has educational import for children and teachers everywhere who have an interest in the art and culture of the western Sioux. The volume focuses on creativity and the changing and re-arranging of media into a work of art. It begins with the Lakota story of creation, illustrated with Lakota drawings. The next section contains photographs depicting the many uses of art on garments, eating utensils, blankets, pouches, tips, and for personal adornment, pictures and drawings, and prayer aids. The next section describes and illustrates with photographs the different painting styles of Lakota men and women. The volume then describes with text and photographs the preparation of hides for painting and the natural materials used in painting. Next is a description of the type of drawing and painting done by the Lakotas after the advent of paper about 1870. The volume ends with a summary section on things to remember about art and its meaning for the Lakota people. (CM)

ED 202 653

RC 012 740

Bryant, Clifton D. And Others

The Implications of Urban Occupational Patterns on Traditional Rural Life: Implications for Cultural Contradictions.

Pub Date—1 Apr 80

Note—19p.; Paper presented at the World Congress of Rural Sociology (5th, Mexico City, Mexico, August 7-12, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Occupations, Community Satisfaction, Comparative Analysis, *Employed Women, *Employment Patterns, Human Resources, *Multiple Employment, Occupational Surveys, Part Time Employment, Rural Development, Rural Farm Residents, *Rural Nonfarm Residents, *Rural Population

Identifiers—*Commuting Patterns, *Virginia

In 1979 a stratified random sampling of 541 families in 4 rural Virginia counties were interviewed about major occupations, secondary occupations, travel to work, and whether the division of labor within the county allowed for a complete exchange system. Data, compared to 1940 census statistics, indicated that a significant change in occupational structure had taken place. The number of farmers declined and the proportion of clerical and sales workers increased. Over 40% of the income-producing workers in the 4 rural counties had second jobs. Although farm labor constituted an insignificant proportion of part-time jobs, all other occupational categories had a significant number of part-time workers. Many rural workers (37%) treated the rural community as a suburb and traveled great distances to work, averaging over 15 miles one way. In 1979, women represented 43% of the income-producing workers (as opposed to 13% in 1940) and made up a larger proportion of workers in each category except the professional area. Increased employment of women had significant effects on human resources needed for rural development. Human resources in general were not sufficient for either an agricultural or an industrial economy. Nevertheless, those studied indicated allegiance to "the rural way of life." (CM)

ED 202 654

RC 012 741

Bryant, Clifton D. And Others

Occupational Diversity of Rural Residents in Virginia: A Research Study of Multiple Job Holding and Labor Exchange. Virginia Higher Education Research Project No. 2034410.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Virginia

Pub Date—80

Note—93p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Satisfaction, Employed Women, *Employment Patterns, Handicrafts, Human Resources, *Job Satisfaction, *Multiple Employment, Occupational Surveys, Occupations, Part Time Employment, Questionnaires, Racial Differences, Rural Farm Residents, *Rural Nonfarm Residents, *Rural Population, Sex Differences, Socioeconomic Influences

Identifiers—*Commuting Patterns, *Virginia

For a 1979 study of occupational division of labor in rural areas, in-depth interviews conducted with 541 randomly selected respondents from 4 Virginia counties examined socio-demographic parameters (age, sex, race, and occupation); degree of involvement in multiple job holding; economic and social-psychological motives for participation in multiple job structures; and the impact on the rural occupational structure. Data indicated a diversified occupational structure, with rural workers participating in relatively even numbers across all occupational categories. Farming was a secondary consideration of the rural dweller, who was more likely to travel great distances to work in a factory than to farm. There was a considerable emphasis on craft industries (including vehicle and equipment repair as well as traditional crafts) and some indication that crafts were becoming a major rural occupation or second occupation. Approximately one-third of the labor force held more than one job, either for extra income or to develop new creative and productive outlets. Job satisfaction among respondents was high, with little difference between males and females; whites appeared to be more satisfied with their jobs than non-whites. Most individuals were willing to commute to work so they could enjoy the

advantages of living in a rural area. (CM)

ED 202 655

RC 012 742

Indian Education Act—Part A: Annotated Regulations. General Provisions/LEA Entitlement.

Indian Education Training, Inc., Albuquerque, N. Mex.

Spons Agency—Office of Indian Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0181

Note—43p.; For a related document, see RC 012 743.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indians, Compliance (Legal), *Educational Finance, Elementary Secondary Education, *Federal Aid, Federal Indian Relationship, *Federal Legislation, *Federal Regulation, Government Role, Grants, Parent Participation, *School Districts, Tribal Sovereignty

Identifiers—Indian Education Act 1972, Parent Committees, Tribal Schools

Containing the Indian Education Act final regulations of May 21, 1980, which affect Local Educational Agency entitlement grants, the handbook of technical assistance materials is divided into two major sections. The first consists of a summary of major changes in the regulations, covering applicability, eligibility, applicable regulations, definitions, Indian preference in employment, training and contracting, applications, allocation of available funds, capacity to carry out a project, salaries and wages, organizational and administrative documents, and continuation awards. The second section contains annotated regulations for part 186 (General Provisions) and 186a (Entitlement Grants - Local Educational Agencies and Tribal Schools). Areas covered in this section include general information, and material on authorized activities, development of a project and application for a grant, granting procedures, and project operation. In both sections, the left hand column contains a photographically enlarged version of the regulations. The right hand column contains information designed to clarify those sections that are not self-explanatory. A filmstrip, filmstrip and audio cassette (The Indian Education Act: Parents and Schools Working Together), prepared to acquaint new or prospective parent committee members and school staff with Part A programs, may be obtained through the Office of Indian Education. (CM)

ED 202 656

RC 012 743

Indian Education Act—Part A: Entitlement Programs for Public Schools. A Handbook for Parent Committees and Project Directors.

Indian Education Training, Inc., Albuquerque, N. Mex.

Spons Agency—Office of Indian Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0181

Note—161p.; For a related document, see RC 012 742.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrative Policy, American Indians, Educational Finance, *Educational Planning, Elementary Secondary Education, Federal Legislation, Grants, Needs Assessment, Parent Participation, *Program Design, Program Development, Program Evaluation, *Public Schools, *School Districts

Identifiers—Community Controlled Education, Indian Education Act 1972, *Parent Committees
Designed for both parent committee members and project directors, the handbook of technical assistance materials on Indian Education Act (Part A) entitlement programs for public schools contains five major sections. Section I is introductory material. Section II, "The Parent Committee," covers elections, meetings, records, and bylaws. Section III, "Program Development," covers needs assessment, project design, evaluation, and monitoring. Section IV, "Project Management," covers the application packet and managing the project. Section V is a glossary. The handbook also includes charts and sample forms. A filmstrip, filmstrip and audio cassette (The Indian Education Act: Parents and Schools Working Together), prepared to acquaint new or prospective parent committee members and school staff with Part A programs, may be obtained through the Office of Indian Education. (CM)

ED 202 657

RC 012 744

Gilbert, Elton H. And Others

Farming Systems Research: A Critical Appraisal.

MSU Rural Development Paper No. 6.

Michigan State Univ., East Lansing. Dept. of Agricultural Economics.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—80

Contract—AID/ta-CA-3

Note—152p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Agricultural Production, Data Collection, Definitions, *Developing Nations, Evaluation, Farmers, Farm Management, Foreign Countries, Information Dissemination, Linking Agents, Literature Reviews, Program Evaluation, *Research Methodology, Research Projects, *Research Utilization, *Rural Development, Rural Extension

Identifiers—*Agricultural Technology, *Farming Systems Research

The objectives of the state-of-the-art paper, second in a series on farming systems research (FSR) in the Third World, are to: (1) review the literature on farming systems; (2) evaluate farming systems research in international institutes and in national agricultural research systems in the Third World; and (3) recommend what can be done to improve and expand FSR in order to develop technology appropriate for the majority of small farmers. The paper discusses the existing confusion over the various definitions of FSR and recommends a working definition which includes a holistic approach to diagnosing constraints faced by small farmers in site-specific locations and in carrying out farm trials of promising technology. It also stresses the strengths and weaknesses of current FSR programs and recommends a close working link between FSR and commodity research teams. A major section of the paper deals with rapidly evolving methodologies for carrying out FSR; institutional linkages, and training in FSR are also discussed. Appendices describe orientation, program components and observations for selected FSR programs (in Mexico, India, the Philippines, Nigeria, Colombia, Costa Rica, Guatemala and Senegal), and the similarities and differences between FSR and early forms of farm management research. (CM)

ED 202 658

RC 012 745

Johnson, Gene And Others

Developing Culture Curriculum for Native American Children: The Rough Rock Experience.

Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.

Pub Date—Apr 81

Note—29p.

Available from—Navaho Curriculum Center Press, Rough Rock Demonstration School, Star Rt. 1, Rough Rock, AZ 86503 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, American Indians, Bilingual Education, Community Involvement, Course Objectives, *Cultural Influences, *Curriculum Development, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Instructional Materials, *Models, Multicultural Education, *Needs Assessment

Identifiers—*Culture Based Curriculum, Navaho (Nation), Rough Rock Demonstration School AZ

The booklet uses both narrative and line drawings to outline Rough Rock Demonstration School's process of developing a K-12 Navaho language and culture curriculum for Navaho children at Rough Rock and other schools on and off the reservation. There are suggestions for writing the proposal, getting community support, and recruiting staff. The next sections discuss finding out what the community perceives to be its needs and problems (including a sample needs assessment survey), and assessing available native-based curriculum materials. The booklet next discusses developing a philosophy of education, setting up a curriculum model, and translating the needs assessment survey into ideas for curriculum. The sections on developing curriculum content, scope and sequence, and writing teacher objectives are followed by a sample fourth grade social studies program. The booklet ends with suggestions for implementation of the curriculum, evaluation, and working with others. A summary of the Rough Rock Community-Teacher-Student survey (with recommendations for curriculum development) is included. (CM)

riculum development) is included. (CM)

ED 202 659

RC 012 746

Reyna, Tadeo

The Status of the Criteria Used by Bilingual Education Teachers to Transfer Limited English Speaking Ability Students from Spanish Reading to English Reading in Selected South Texas School Districts with State Bilingual Education Programs in Grades First, Second, and Third.

Pub Date—15 Dec 80

Note—43p.; Some pages may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, English (Second Language), *Evaluation Criteria, Grade 1, Grade 2, Grade 3, Literature Reviews, *Mexican American Education, Mexican Americans, Primary Education, *Reading Instruction, *Reading Readiness, Reading Teachers, *Spanish Speaking, State Programs, Teaching Methods

Identifiers—Bilingual Programs, *Limited English Speaking, Texas (South)

Questionnaires were mailed to first, second, and third grade state bilingual education program teachers in five selected South Texas school districts to examine criteria used by state bilingual education program teachers to transfer limited English speaking ability (LESA) children from Spanish reading to English reading. Three-fourths of the 31 teachers who responded used a specific set of criteria, determined by the curriculum used in a given school district, to transfer Spanish LESA children from Spanish to English reading. The criteria used were described in terms of one of seven models. One-fifth of the teachers placed Spanish LESA children with the mainstream of students in regular English instructional program. One-fourth of the teachers rated their criteria for transferring Spanish LESA children from Spanish to English reading as a good indicator of the Spanish LESA child's success in English reading after the transfer was made. It was hoped that results of the study would cause local and state education agency policy makers to assess the status of bilingual education programs in accordance with state laws and to assess the quality of specific criteria for transferring LESA children from Spanish to English reading. A replication study with a larger sample population, perhaps statewide, was recommended. (CM)

ED 202 660

RC 012 747

Sube, Heinz

On the Development of Rural Youth in the GDR.

Pub Date—23 Mar 81

Note—10p.; Paper copy not available due to poor print quality. Paper presented to the "Youth Sociology" Research Committee of the International Sociological Association (Frederburg, Federal Republic of Germany, March 23-27, 1981).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Occupations, *Agricultural Production, Apprenticeships, Farmers, Foreign Countries, *Off Farm Agricultural Occupations, Quality of Life, *Rural Youth, Secondary Education, *Socialism, Subcultures, Vocational Education

Identifiers—*Communiting Workers, *East Germany

Rural youth have been active in the development of the German Democratic Republic's agricultural production program. Although those who reside in rural areas and commute to work in urban areas are also classified as "rural youth," the core of rural youth are those who work in agricultural primary production. Of the 778,639 permanent working people, 86,950 young people (11.2% of the working population) were employed in agricultural enterprises in 1978. From 1971 to 1978, the number of apprentices for agriculture, forestry, and foodstuffs economy has increased from 9.7% to 11.7% of all available pupils. Presently, about 60,000 apprentices are undergoing a 2-year training and about 5,000 are taking a 3-year training with Abitur ("A" level). There have been large increases in skilled workers in crop farming and stock breeding. The quality and quantity of vocational training and professional training have improved since 1971. Training curricula have been reorganized, the major occupations and their underlying preconceptions have been revised and clarified, and the concentration of training sites has advanced through the building of new enterprise vocational schools and

respective hostels for apprentices. Political organization of co-operative farmers has also become the characteristic feature of the socialist mode of life. (CM)

ED 202 661

RC 012 748

Sube, Heinz

Choice of Profession, Vocational Training, Occupation and Work.

Pub Date—23 Mar 81

Note—7p.; Paper presented to the "Youth Sociology" Research Committee of the International Sociological Association (Frederburg, Federal Republic of Germany, March 23-27, 1981). Paper copy not available due to poor print quality.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adoption (Ideas), *Agricultural Occupations, Apprenticeships, *Career Choice, *Career Education, Career Guidance, Elementary Secondary Education, Farmers, Foreign Countries, Job Satisfaction, Motivation, *Parent Influence, *Peer Influence, *Rural Youth, Socialism, Socioeconomic Influences, Student Attitudes, Urban Youth, Vocational Education, Work Attitudes

Identifiers—*East Germany

Because stability in career choice for agricultural occupations is desirable, vocational guidance and orientations which make children and adolescents theoretically and practically familiar with agricultural production must be increased and improved. Data from East Germany indicate that the influence of parents and friends is of major importance for over 50% of young people in choosing a career, with parents' influence (about 34%) the decisive variable. Career choices of over 40% of young people are influenced by social institutions such as agricultural enterprises, centres of vocational guidance, and other state institutions. Children of co-operative farmers are more inclined to choose a career and see social prospects in agriculture than children with a different background. It is important to concentrate advertising in favour of agricultural occupations on rural children and youth. Persuasion, particularly for crop farming jobs, must start earlier and be more intensive. It is necessary to lead adolescents earlier to their careers and to give them relevant and comprehensive information. The majority of young people in agriculture have a positive attitude toward the working conditions, and almost 85% of them are satisfied with their occupation. There is also great satisfaction about management work and possible further training and career development. (CM)

ED 202 662

RC 012 751

Migrant and Seasonal Farmworker Youth: A Challenging Resource of the Future.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Education Commission of the States, Denver, Colo.

Pub Date—80

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *College Programs, College Students, Disadvantaged Youth, Educational Finance, *Farm Labor, Higher Education, Labor Supply, Mexican Americans, *Migrant Education, Migrant Employment, *Migrant Youth, School Demography, School Holding Power, *Seasonal Laborers, Student Attrition, *Student College Relationship, Student Recruitment

Identifiers—Adams State College CO, *College Assistance Migrant Program, Colorado (Alamosa)

Designed to provide information about the College Assistance Migrant Program (CAMP) which was started in 1972, this study describes the opportunities, encouragement, and support which migrant and seasonal farmworker youth in pursuit of an education at Adams State College in Alamosa, Colorado, receive. The study details student recruitment methods, the role of CAMP in student retention, methods used to combat attrition, identification of student needs, statistics on families of students, present and future needs of farmworkers, geographic and ethnic origins of students, program funding, and statistics on CAMP graduates, and includes biographical sketches of present and former staff members and former students. Purposes of the study are to: (1) describe the educational support needed by many minority farmworker students for success in a post-secondary educational

environment; (2) provide policy makers with information that will assist them in determining future objectives of the program; (3) enlighten the public about the program and stimulate public support; (4) provide insight into alternatives that contribute to student development and retention; and (5) provide program personnel with information which may be instrumental in enhancing program operation. (CM)

ED 202 663 RC 012 752

Fuguitt, Glenn V. And Others

Population Deconcentration in Metropolitan and Nonmetropolitan Areas of the United States, 1950-1975. Population Series 70-15.

Wisconsin Univ., Madison. Center for Demography and Ecology; Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Spons Agency—Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Pub Date—Apr 81

Grant—NICHHD-HD05876

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Census Figures, Community Size, Demography, *Metropolitan Areas, *Migration Patterns, *Population Distribution, Population Trends, *Relocation, Rural Areas, Urban Population, Urban to Rural Migration, *Urban to Suburban Migration

Identifiers—*Nonmetropolitan Areas, United States

Focusing on changes in differential growth in areas inside and outside places of 2,500 and highlighting recent patterns of concentration/deconcentration, this report documents trends in population redistribution within metropolitan and nonmetropolitan areas of the United States between 1950 and 1975. In sum, the report shows apparent deconcentration at several territorial-based levels (as witnessed by population decline in the nation's largest cities), a continuing pattern of metropolitan suburbanization, more rapid growth of smaller than larger Standard Metropolitan Statistical Areas (SMSA), population redistribution away from the densely-settled industrial Northeast, a reversal in growth patterns between metropolitan and nonmetropolitan areas, and deconcentration down the urban hierarchy within nonmetropolitan and metropolitan areas of the United States. The report concludes that each of these changes represents an important component of current redistribution trends in the United States. (Author)

SE

ED 202 664 SE 031 644

Yager, Robert E.

Crisis in Science Education. Technical Report No. 21.

Iowa Univ., Iowa City. Science Education Center.

Pub Date—Jun 80

Note—72p.; Contains occasional light and broken type.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Programs, College Science, *Educational Assessment, *Higher Education, *Schools of Education, *Science Education, Surveys

Identifiers—Science and Society, Science Education Research

Summarizes efforts of several representatives of the science education community to assess the current status of science education in the United States. The first section reports results of three surveys which were administered: (1) to gather current information about the nature and activities of the science education programs at 28 major universities; (2) to identify perceptions of problems facing science education by some of its practitioners; and (3) to collect suggestions from a sample of science educators for solving some of the current professional problems. A current status report is provided in a second section which resulted from an open forum with representatives from the 28 science education programs and from a synthesis of all major reports, studies, and analyses concerning science education as a profession in the last four years. A third section provides an analysis of the current cri-

sis in science education from a philosophical perspective; and a fourth part deals with future steps, new directions, and needed actions in both policy and research in science education. (CS)

ED 202 665 SE 033 910

Bowman, Mary Lynne, Ed. Disinger, John F. Ed. **Environmental Education in Action-IV: Case Studies of Teacher Education Programs for Environmental Education.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—191p.; Best copy available.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.50).

Pub Type—Books (010) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*College Programs, *Environmental Education, *Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Program Descriptions, Science Education, Social Studies, Teacher Certification, *Teacher Education

Contained are 25 descriptions of teacher education programs for environmental education offered by colleges and universities in the United States. These programs were identified on the basis of recommendations from specialists in the state education agencies and reflect a broad spectrum of approaches and emphases. The case studies include: (1) teacher certification programs; (2) bachelor's and master's degree programs; (3) inservice workshops; and (4) courses in environmental studies, conservation, natural history, and marine science. Several of the efforts discussed involve personnel from and student experience with public and private agencies with environment-related concerns. (Author/WB)

ED 202 666 SE 034 664

Lamel, David A. And Others

The Correlated Lecture Laboratory Series in Diagnostic Radiological Physics.

California Univ., San Francisco.

Spons Agency—Food and Drug Administration (DHHS), Rockville, Md. Bureau of Radiological Health; World Health Organization, Geneva (Switzerland).

Report No.—HHS-FDA-81-8150

Pub Date—Feb 81

Contract—72-13

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$4.50).

Pub Type—Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Allied Health Occupations Education, Allied Health Personnel, *Film Production Specialists, Government Publications, Higher Education, *Instructional Materials, *Physics, Postsecondary Education, *Professional Training, *Radiation, Resource Materials, Science Curriculum, Science Education, Science Instruction, Science Laboratories, Workbooks

This series in diagnostic radiological physics has been designed to provide the physics background requisite for the proper conduct of medical diagnostic x-ray examinations. The basic goal of the series is to bridge physics theory and radiological practice, achieved by combining pertinent lecture material with laboratory exercises that illustrate the clinical applications under simulated clinical conditions. Nine chapters contain background physics information and laboratory exercises on the following topics: (1) x-ray production and machine output; (2) radiographic contrast; (3) subject contrast; (4) the control of scattered radiation; (5) intensifying screens; (6) radiographic film; (7) contrast and processing; (8) quality assurance of automatic film processing; (9) geometric factors in radiography; (10) x-ray quality assurance; and (11) reduction of unnecessary patient exposure. (CS)

ED 202 667

Goldman, Lee W.

Radiographic Film Processing Quality Assurance: A Self-Teaching Workbook. Quality Assurance Series.

Food and Drug Administration (DHHS), Rockville, Md. Bureau of Radiological Health; World Health Organization, Geneva (Switzerland).

Report No.—HHS-FDA-81-8146

Pub Date—Jan 81

Note—161p.; Contains occasional marginal legibility.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$4.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Allied Health Occupations Education, Allied Health Personnel, *Film Production, Government Publications, Higher Education, *Instructional Materials, Postsecondary Education, Problem Solving, *Professional Training, *Radiation, Radiation Biology, Science Education, *Workbooks

This workbook has been designed for use in conjunction with the manual, "Photographic Quality Assurance in Diagnostic Radiology, Nuclear Medicine and Radiation Therapy." Presented are several typical problems arising from the existence of variability and fluctuations in the automatic processing of radiographs, which unless corrected, can contribute significantly to increased patient dose, increased incidences of retakes, and poorer image quality. Each problem is presented as an exercise followed by a step-by-step reasoning process, so that the probable cause and appropriate corrective measures can be determined. (CS)

ED 202 668 SE 034 688

Essential Science Objectives.

Texas Education Agency, Austin. Div. of Curriculum Development.

Report No.—TEA-GEI-832-16

Pub Date—81

Note—5p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Cognitive Objectives, *Elementary School Science, Elementary Secondary Education, Laboratory Procedures, *Minimum Competencies, Process Education, Psychomotor Objectives, Science Education, *Secondary School Science

This brochure lists science objectives developed by the Texas Education Agency considered basic or essential for mid-point level (grade 5 or 6) and for high school exit level. Objectives are grouped under three major headings: (1) science processes; (2) laboratory manipulative skills; and (3) use of science and technology (content). Suggestions for assessing the objectives are briefly stated. (Author/JN)

ED 202 669 SE 034 692

Atelesh, Frank J. Gomberg, Irene L.

An Analysis of Travel by Academic Scientists and Engineers to International Scientific Meetings in 1979-80. Higher Education Panel Reports, Number 50.

American Council on Education, Washington, D.C.

Higher Education Panel.

Spons Agency—Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Feb 81

Contract—NSF-SRS-78-16385

Note—45p.; Small print may be marginally legible. Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036 (no price quoted).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, College Science, Engineering Education, Engineers, Federal Aid, *Financial Support, Higher Education, *Meetings, *Participation, Science Education, *Scientific Personnel, Scientists, *Surveys, Travel

Identifiers—National Science Foundation

This survey was designed to examine how National Science Foundation's (NSF) International Travel Grant Program might be revised to better meet international travel needs of faculty in American universities. The survey results provide information about the extent of participation in international scientific meetings and the sources of travel support. The survey also provides insight into

department heads' perceptions of the professional benefits derived from attending such meetings. (Author/JN)

ED 202 670 SE 034 695

Champagne, Audrey B. And Others
A Model of Adolescents' Understanding of Physical Phenomena and Its Application to Instruction.

Pub Date—Apr 81

Note—72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Cognitive Processes, Comprehension, *Learning Processes, *Mechanics (Physics), *Physics, *Problem Solving, Science Education, Science Instruction, *Scientific Concepts, Secondary Education, *Secondary School Science

Identifiers—*Science Education Research

This paper describes a model for the adolescent's understanding of the motion of objects, and the application of this model to the design of beginning physics instruction in mechanics. Students' difficulties in learning classical Newtonian mechanics are described and integrated into current cognitive science research. Research findings on physics schemata and physics problem solving strategies are reviewed, and previous research by the authors is described which led to the development of the model for the cognitive structure for unistructured adolescents' understanding of the motion of objects. (CS)

ED 202 671 SE 034 696

Gabel, Dorothy L. Sherwood, Robert D.
Facilitating Problem Solving in High School Chemistry.

Pub Date—Apr 81

Note—40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, *Aptitude Treatment Interaction, *Chemistry, Conference Papers, High Schools, High School Students, Mathematics Anxiety, *Problem Solving, Science Education, *Science Instruction, Secondary School Science, *Teaching Methods

Identifiers—*Science Education Research

This paper reported the results of a study designed to determine whether certain instructional strategies are superior to others in teaching problem solving to high school chemistry students. The effectiveness of four instructional strategies for teaching problem solving to students of various proportional reasoning ability, verbal and visual preference, and mathematics anxiety were compared in this aptitude by treatment interaction study. Strategies used were: (1) the factor-label method; (2) the use of analogies; (3) the use of diagrams; and (4) proportionality. Problem solving ability of high school students (N=609) in nine schools in Indiana was measured by a series of immediate post-tests given after each lesson of an instructional unit, delayed post-tests given within two weeks of each unit, and the ACS-NSTA Examination in High School Chemistry administered at the end of the year. Findings indicate: (1) that mathematics anxiety is negatively correlated with science achievement; (2) that problem solving ability in chemistry is dependent on students' proportional reasoning ability; and (3) that students with visual preference performed better on an immediate post-test dealing with the topic of molarity. (DS)

ED 202 672 SE 034 699

Milakofsky, Louis Bender, David S.
College Chemistry and Piaget: Defining the Sample.

Pub Date—81

Note—35p.; Paper presented at the Meeting of the Society for College Science Teachers (New York, NY, 1981). Contains occasional light type.

Available from—Dr. Louis Milakofsky, The Pennsylvania State Univ., P.O. Box 2150, Reading, PA 19608 (no price quoted).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chemistry, *Cognitive Ability, *Cognitive Development, *College Science, College Students, Developmental Stages, Higher Education, Science Education, Sex Differences

Identifiers—Piaget (Jean), *Piagetian Tasks, *Science Education Research

Cognitive performance on "An Inventory of Piaget's Developmental Tasks" (IPDT) was related to the Scholastic Aptitude Tests and performance in both college chemistry lecture and laboratory classes. The IPDT is a valid and reliable 72-item, untimed, multiple-choice paper and pencil inventory with 19 subscales representing different Piagetian tasks. Subjects (N=225) from two different levels of introductory chemistry courses participated in the study. IPDT scores were significantly correlated with SAT's and placement data. Although correlations with course grades were low, "A" students were higher than others in Piagetian development, particularly for the higher level course. Males outperformed females on the IPDT even when course grades were similar. Weakest areas of development as indicated by subscale scores are described with implications for course performance. These student weaknesses are discussed with respect to sex difference as they relate to learning and instructional activities in introductory chemistry classes. (Author/JN)

ED 202 673 SE 034 838

Flowers, John D.

Science Teacher Competencies in the Middle School.

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Science.

Pub Date—81

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, *Competence, *Middle Schools, Performance, Science Education, *Science Teachers, Secondary Education, Secondary School Science, *Teaching Skills

The nature of generic teacher competencies is described with specific reference to competencies endorsed by the Georgia State Department of Education. Several sources of generic competencies for middle school teachers are also identified and discussed. In addition, five generic competencies for science teachers are presented. A synthesis of middle school and science teacher generic competencies is presented in three categories, namely, planning, implementing, and evaluating. The synthesis provides researchers and supervisory personnel with a partial listing of middle school science teacher competencies. (Author/JN)

ED 202 674 SE 034 839

Bright, George W.

Student Procedures in Solving Equations.

Pub Date—Apr 81

Note—38p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (59th, St. Louis, MO, April 22-25, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Algebra, Cognitive Processes, Educational Research, Instruction, *Learning Processes, Learning Theories, *Mathematics Instruction, *Problem Solving, Secondary Education, *Secondary School Mathematics, Teaching Methods

Identifiers—*Equations (Mathematics), *Mathematics Education Research

The purpose of this document is to survey at least some of the important research literature on solving linear equations in order to identify information that might suggest ways to improve teaching effectiveness. The studies that are examined employ a wide range of research techniques, are based often on quite different perspectives, and span over half a century. It is striking, however, that there has been so much attention paid to algebra in general and equation solving in particular since 1970. The resulting recent accumulation of bits and pieces of information may leave the impression that what is known about equation solving has not been clearly synthesized. Such an impression is probably correct. The results that have been reported tend to be based on limited data and are not consistent enough to outline clearly the structure of the processes of equation solving. (Author)

ED 202 675

SE 034 840

Kansky, Bob

Instructional Computing in Wyoming: Status and Recommendations.

Wyoming Univ., Laramie. Science and Mathematics Teaching Center.

Spons Agency—Wyoming Univ., Laramie. Center for Research Services and Publications.

Pub Date—81

Note—51p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, Elementary School Students, Elementary Secondary Education, *Instructional Innovation, *Mathematics Education, Mathematics Instruction, *Science Education, Science Instruction, Science Programs, Secondary School Students, State Surveys, *Teacher Attitudes

Identifiers—Wyoming

The status of instructional computing in Wyoming's public schools as of April 1980 is reported. Specifically the document indicates the nature and extent of computer usage in grades K-12, summarizes teachers' opinions regarding the potential instructional uses of computers in the schools, and presents the recommendations of a select committee of Wyoming educators with respect to the statewide development of instructional applications of computers. (Author/CS)

ED 202 676 SE 034 844

Hendel, Darwin D.

The Effects on Adult Women and Men of Participating in a Math Anxiety Program.

Pub Date—Apr 81

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Educational Research, Evaluation, *Followup Studies, Higher Education, Learning Problems, *Mathematics Anxiety, *Mathematics Education, Mathematics Instruction, Program Descriptions, *Student Attitudes

Identifiers—*Mathematics Anxiety Rating Scale, *Mathematics Education Research, University of Minnesota

In the 1980's, understanding and using mathematics will become even more important in the careers and personal lives of men and women in America. The Mathematics Anxiety Program at the University of Minnesota is the subject of this study. The initial pool of subjects was 342 participants in six separate offerings of the program. The offerings were held during December and January of 1977-78 and August and September of 1978. Follow-up assessment of mathematics anxiety and other outcomes was conducted approximately one and a half and two years after initial contact. Data from 151 participants were received that involved completion of a second copy of the anxiety scale used in the program and an evaluative questionnaire. Findings indicate that participants in a Mathematics Anxiety Program have diverse goals. Comparison of scores in the mathematics test and numerical anxiety scales indicated a significant reduction from the initial diagnostic clinic to the follow-up. However the author indicates that the study is experimentally weak because a no-treatment comparison group was not included. While the investigation demonstrated that participants in the program had been helped, the complex relationships among prior mathematics ability experiences and avoidance suggest caution in interpreting any single variable differences in mathematics anxiety. (MF)

ED 202 677 SE 034 847

Haladyna, Thomas M. Shaughnessy, Joan

Student, Teacher, and Learning Environment

Correlates of Attitudes Toward the Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Grant—NSF-SED78-17367

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Contains occasional light and broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Environment, Elementary School Science, Elementary Secondary Education, Grade 4, Grade 7, Grade 9, *Mathematics Education, *Science Education, Secondary School Science, *Social Sciences, *Student Attitudes

Identifiers—*Inventory for Affective Aspects of Schooling, *Science Education Research

This paper reports results of a large-scale, descriptive study of correlates of attitudes toward the mathematical, natural, and social sciences. Objectives of this study were to: (1) examine the levels and direction of attitudes toward the sciences as a function of grade level; (2) probe into possible causal determinants of these attitudes; and (3) examine correlates of attitudes toward the sciences as a function of grade level and specific subject matter. Subjects ($N=5,804$) in 277 classrooms in grades 4, 7, and 9 were administered the Inventory for Affective Aspects of Schooling (IAAS). First, product-moment correlations were computed, then ordinary least-squares regression analyses were done to determine the relative contributions of teams of variables for explaining criterion variance. Results are reported by grade level, by subject matter, and by the regression analyses. Conclusions are drawn concerning the role of the teacher in shaping attitude at the class level; and generalizations are made concerning a classroom in which there are positive collective attitudes about mathematics, science, or social studies. (CS)

ED 202 678 SE 034 850

Ogletree, Earl J. Etlinger, Leonard E.

Finger Mathematics for Inner-City School Children.

Pub Date—81

Note—8p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computation, Educational Research, Elementary School Mathematics, Elementary Secondary Education, *Manipulative Materials, *Mathematics Education, *Mathematics Instruction, Number Concepts, Remedial Mathematics, *Teaching Methods

Identifiers—*Finger Counting, *Mathematics Education Research

Many children are known to leave school with mathematical deficiencies, particularly from the inner city. While manipulatives are generally used to teach and reinforce understanding of operations, concepts, and abstractions, the use of concrete objects is not viewed to fully involve the student in the learning process. A finger system of calculation, recently brought to the United States, is described and promoted as an idea whose "time has come" for implementation in the special education curriculum. Finger calculation, also known as sensory mathematics, finger math, and other names is not seen as a panacea or replacement for the regular mathematics curricula and classwork. It is an introductory reinforcement and supplemental technique. Use of the finger calculation method to learn arithmetic is viewed as supported by Piaget's stages of cognition. Several research studies that indicate finger math is successful in increasing academic achievement are noted. (MP)

ED 202 679 SE 034 851

Cherney, Elaine E.

Problem Solving in Math-A Study Approach for College Students.

Pub Date—Mar 81

Note—17p; Paper presented at the Annual Meeting of the Michigan Reading Association (25th, Grand Rapids, MI, March 8-10, 1981). Contains broken type in Problem Solving Mathematics Checklist.

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Mathematics, *College Students, Higher Education, Individualized Instruction, Learning Problems, *Low Achievement, *Mathematics Instruction, *Problem Solving, Questionnaires, Reading Skills, Skills, *Study Skills, Surveys, Teacher Developed Materials, Teaching Methods, Undergraduate Study

This document points out the numbers of students who have difficulty in their required college mathematics courses. The four common syndromes identified with pupils who were experiencing a lack of success in mathematics were: (1) a lack of an ade-

quate college or high school background in mathematics; (2) the tendency to feel that because they completed homework problems they really "knew their mathematics"; (3) the inability to apply appropriate reading-learning strategies to their mathematics studies; and (4) a feeling of hostility over mathematics classes and anxiety over tests. These students are referred to as "underdeveloped learners," who did not know how to study and learn mathematics. Twelve learning strategies that students should learn to apply are listed and described. A remediation strategy for these pupils that combines an understanding of problem solving strategies and problem solving is suggested. A self-instructional packet titled "Problem Solving in Mathematics" that is designed to help students develop a mind set that will enable them to have some degree of success in required math courses is described. This teacher-developed packet is based on the problem solving approach used by Whimby and Lockhead in their text "Problem Solving and Comprehension." (MP)

ED 202 680 SE 034 857

McNeill, Constance T. Butts, David P.

Scientific Literacy in Georgia.

Pub Date—Apr 81

Note—32p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Contains occasional light type.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Differences, Elementary School Science, Elementary Secondary Education, Geographic Location, Grade 4, Grade 8, Grade 11, Racial Differences, School Size, *Science Education, Science Tests, *Scientific Literacy, Secondary School Science, Sex Differences, *State Surveys

Identifiers—*Georgia, *Science Education Research

The purposes of this study were to: (1) assess the present level of scientific literacy of students in twelve public school systems in Georgia on an abbreviated form of the "National Assessment of Educational Progress Science Test"; (2) compare the performance of these students on specific test items with the performance of equivalent-grade students used in the test standardization; and (3) determine the relationship of certain demographic variables (gender, race, size of school system, and geographic location of school system) on the acquisition of scientific literacy. The present level of scientific literacy of the Georgia sample was determined to be below the mastery criterion of 70% accuracy for all three grade levels tested. In comparison of the Georgia sample with the national sample on selected science items, the scores of the Georgia sample were significantly different from the national sample of 60% of the items. Results also indicated significant differences for sex, race, school system size at all three grade levels, and for geographic location of the school system at the fourth- and eighth-grade levels. (Author/JN)

ED 202 681 SE 034 904

State Trees and Arbor Days.

Forest Service (DOA), Washington, D.C.

Report No.—FS-352

Pub Date—Dec 80

Note—19p.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Botany, College Science, Elementary School Science, Elementary Secondary Education, *Environmental Education, *Forestry, Higher Education, *Resource Materials, Science Education, Secondary School Science, *Trees

Provides information on state trees for each of the 50 states and the District of Columbia. Includes for each state: (1) year in which state tree was chosen; (2) common and scientific names of the tree; (3) arbor day observance; (4) address of state forester; and (5) drawings of the tree, leaf, and fruit or cone. (JN)

ED 202 682

SE 034 908

Drotter, Michael T.

Modification of Poisson Distribution in Radioactive Particle Counting.

Pub Date—81

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, College Science, Higher Education, *Physics, *Radiology, Resource Materials, Science Education, *Statistical Analysis

This paper focuses on radioactive practice counting statistics in laboratory and field applications, intended to aid the Health Physics technician's understanding of the effect of indeterminant errors on radioactive particle counting. It indicates that although the statistical analysis of radioactive disintegration is best described by a Poisson distribution, the dead time of a counting instrument renders the use of the Poisson ineffective without correction for the gap distribution. A modification of Poisson statistics through the binomial limit is then shown to allow legitimate application of a Gaussian distribution in standard laboratory application. The evolution of Poisson probability is summarized and two relative activity formulas are derived from their Poisson origin through the final working formula. (Author/CS)

ED 202 683

SE 034 911

Blosser, Patricia E., Ed.

ERIC Clearinghouse for Science, Mathematics and Environmental Education, Information Bulletins, Nos. 1, 2, 3, 4, 1980.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date—80

Note—31p; For 1979 Bulletins, see ED 184 902.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bulletins, *Clearinghouses, Elementary Secondary Education, Environmental Education, Higher Education, Information Dissemination, Information Services, *Literature Reviews, *Mathematics Education, *Safety, *Science Education

Identifiers—*Energy Education

Included are the four information bulletins produced by the ERIC Clearinghouse for Science, Mathematics and Environmental Education for the calendar year 1980. The first issue contains an interpretive summary from the National Council of Teachers of Mathematics project "Priorities in School Mathematics" as well as announcements of recent ERIC/SMEAC publications in mathematics education. The second issue contains descriptions of materials on energy-related careers and announcements of recent ERIC/SMEAC publications in environmental education. The third issue is focused on information related to the topic of safety in the science classroom. Safety is discussed as it relates to teacher responsibility, general safety procedures in the science laboratory, and safety procedures for the use of chemicals, microorganisms, plants and animals, electricity, lasers, and model rockets. The fourth issue summarizes activities of the ERIC system in general and ERIC/SMEAC in particular and highlights nine ERIC/SMEAC documents in the form of expanded descriptive abstracts of each document. (Author/JN)

ED 202 684

SE 034 913

Federal Academic Science Support Rose by 13% in

FY 1979. Science Resources Studies Highlights, March 31, 1981.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-81-303

Pub Date—31 Mar 81

Note—5p; Not available in hard copy due to marginal legibility of original document.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, *Federal Government, *Financial Support, *Government Role, Higher Education, Science Education, *Scientific Research

Highlights for the fiscal year 1979 are reported of data on Federal obligations to individual universities and colleges from the 14 agencies with the largest programs in support of academic science. Trends are noted on total federal support for both science and nonscience activities and on academic science support from Federal agencies. The level of Federal

obligations for academic research and development is also reported. Tables and charts present numerical data, explained within the text of the report. (CS)

ED 202 685 SE 034 917

Noise: A Health Problem.
Environmental Protection Agency, Washington, D.C. Office of Noise Abatement and Control. Report No.—EPA-335
Pub Date—Aug 78
Note—25p.; For Spanish version of this document, see SE 034 918.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acoustical Environment, Classroom Environment, Elementary Secondary Education, Environmental Education, Environmental Influences, Environmental Standards, Health, *Health Conditions, Health Education, Heart Disorders, *Physical Environment, Prenatal Influences, *Public Health, Science Education, *Urban Environment, Work Environment
Identifiers—*Noise (Sound), Noise Pollution

This booklet contains nine sections describing ways in which noise may endanger health and well-being. Sections are included on: (1) hearing loss; (2) heart disease; (3) other reactions by the body; (4) effects on the unborn; (5) special effects on children; (6) intrusion at home and work; (7) sleep disruption; (8) mental and social well-being; and (9) danger to life and limb. (CS)

ED 202 686 SE 034 918

El Ruido: Un Problema para la Salud (Noise: A Health Problem).
Environmental Protection Agency, Washington, D.C. Office of Noise Abatement and Control. Report No.—EPA550/9-80-400
Pub Date—Jun 80
Note—25p.; For English version of this document, see SE 034 917.

Language—Spanish

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acoustical Environment, Classroom Environment, Elementary Secondary Education, Environmental Education, Environmental Influences, Environmental Standards, Health, *Health Conditions, Health Education, Heart Disorders, *Physical Environment, Prenatal Influences, *Public Health, Science Education, *Urban Environment, Work Environment
Identifiers—*Noise (Sound), *Noise Pollution

This booklet contains nine sections describing ways in which noise may endanger health and well-being. Sections are included on: (1) hearing loss; (2) heart disease; (3) other reactions by the body; (4) effects on the unborn; (5) special effects on children; (6) intrusion at home and work; (7) mental and social well-being; and (8) danger to life and limb. (CS)

ED 202 687 SE 034 919

Ashcraft, Mark H. And Others
The Development of Mental Addition.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81
Grant—NSF-SED-80-21521
Note—17p.; Paper presented at the Meeting of the Society for Research in Child Development (Boston, MA, April 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Addition, Arithmetic, *Cognitive Development, *Cognitive Processes, College Students, Educational Research, Elementary Education, *Elementary School Mathematics, Elementary School Students, Higher Education, Learning Theories, *Memory, Models

Identifiers—*Mathematics Education Research, *Mental Computation

Students in grades 1, 3, 4, 5, 6, and college were timed as they produced the answers to simple addition problems or verified a given problem as true or false. First graders clearly relied on a counting process for their performance, as advanced by the Groen and Parkman "min" (for minimum addend) model. Third grade appears to be a transitional age with respect to addition processing; from fourth grade on, however, performance in both tasks yields evidence of a memory retrieval process as the major vehicle of mental addition. The results are discussed in terms of the Ashcraft and Battaglia (1978) "network-retrieval" model, a model which asserts that simple arithmetic facts are stored in a network rep-

resentation, and are accessed in a spreading activation-like fashion. (Author)

ED 202 688 SE 034 921

Robinson, James T.
Preparing and Using Data Tapes and Machine Readable User's Guides: A New Resource for Science Education Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Grant—NSF-SED-79-19312

Note—28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Analysis, *Data Bases, *Data Collection, *Data Processing, *Documentation, Higher Education, Information Storage, *Research Methodology, *Science Education, Secondary Education, Secondary School Science
Identifiers—National Science Foundation, *Science Education Research

The preparation of a data tape and users guide is reported. The tape contains about 700 cases with nearly two thousand variables collected over a three-year period as part of a curriculum evaluation study. The student group is the eleven- to fourteen-year-old population that participated in the field test of the BSCS Human Sciences Program. (Author/JN)

ED 202 689 SE 034 922

Abdullah, Kemal Bin Lowell, Walter E.
A Scalogram Analysis of Two Measures of Concept Generalizability.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Not available in hard copy due to marginal legibility.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Concept Formation, Elementary Education, *Elementary School Science, Elementary School Students, *Generalization, Measures (Individuals), Science Education, Science Tests, Scientific Concepts, *Test Construction, *Test Validity

Identifiers—*Scalogram Analysis, *Science Education Research

The purpose of this study was to develop and validate two hierarchically related measures of concept generalizability. The two concepts were "Insect" and "Animal." The tests were organized in a novel format consisting of three degrees of stimulus complexity. The three degrees of complexity contained sets of pictures of each concept with each set of pictures displaying progressively fewer criterial attributes. The first set contained most immediate criterial attributes while the third set contained the most general. This organization assumed that children attaining the most general exemplars, demonstrating mastery of the concept, should be able to successfully identify exemplars in the two previous set of pictures. It was therefore hypothesized that the tests should conform to Guttman Scalogram requirements and that subjects unable to attain the first or second degree of complexity should also fail the third degree of complexity. The sample consisted of 144 children ranging in age from 6 to 11 years. Results indicated that both measures conform to the Guttman Scalogram requirements and thus constitute valid scales. It was suggested that these tests would enable a more quantitative investigation of concept generalizability. (Author/JN)

ED 202 690 SE 034 926

Schaaf, Oscar Brannan, Richard
Problem Solving in Mathematics. An ESEA Title IV-C Instructional Program.

Lane County Education Service District, Eugene, Ore.; Oregon School Study Council, Eugene.
Pub Date—81

Note—50p.; Not available in paper copy due to marginal legibility of small print.

Available from—Oregon School Study Council, Coll. of Education, Univ. of Oregon, Eugene, OR 97403 (individual copy \$4.00, \$3.00 if prepaid; discount of 10% for 10 or more copies).
Journal Cit—OSSC Bulletin; v24 n6 1981

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Discovery Learning, Elementary Secondary Education, Grade 5, *Instructional Materials, *Mathematical Applications, Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Student Motivation, Supplementary Reading Materials, Teaching Methods, *Worksheets
Identifiers—Heuristics, Oregon School Study Council, *Problem Solving in Mathematics Project

Problem solving is viewed as an ability required throughout life, and how we function is seen to be directly related to how well we solve problems. In this document, the issue of a steady decline in students' abilities in the area of mathematical problem solving is confronted and a program designed to teach students the necessary skills in this area is presented. Major goals of the program include building carefully on what students already know, motivating pupils, giving students a successful experience in mathematics, and teaching them to enjoy the accomplishments of thinking a problem through to conclusion. This document presents an overview to the Problem Solving in Mathematics (PSM) project, the project's approach to problem solving, materials from the fifth-grade level packet of supplementary activities, information on research on problem solving in general and on the PSM project, a limited bibliography, and four appendices. (MP)

ED 202 691 SE 034 927

Wagner, Barbara Ann Stewart, Ida Santos
The Effect of a Numeration Learning Hierarchy on Mathematic Attitudes in Kindergarten Children.

Pub Date—Apr 81

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Contains occasional marginal legibility in Appendices.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Research, Elementary Education, *Elementary School Mathematics, Elementary School Students, *Kindergarten, Learning Theories, Mathematics Education, *Mathematics Instruction, Number Concepts, *Student Attitudes, Teaching Methods

Identifiers—*Kindergarten Mathematic Attitude Instrument, *Mathematics Education Research, Numeration Learning Hierarchy

This study examined attitude variables in relation to kindergarten mathematics. The following research questions were addressed: (1) Will kindergarten children who are taught number concepts using a curriculum based on a numeration learning hierarchy have a significantly more positive attitude towards mathematics than pupils taught number concepts using curriculum not based on this hierarchy; (2) What factors underlie the attitudes toward mathematics in kindergarten children; and (3) Can the attitudes towards mathematics of kindergarten children be measured? An experimental post-test-only design was used. The experimental study involved four instructional weeks using the numeration learning hierarchy curriculum, "Fundamentals Underlying Number," by Wilson and Uprichard. Because no assessment instrument was available, the Kindergarten Mathematics Attitude Instrument (KMAI) was developed. Results indicated significant differences between the attitudes of the experimental and control group. Major conclusions were: (1) It is possible to reliably measure the mathematics attitude of young children using KMAI; (2) Two factors, fear of mathematics and self-affirmation, resulted from data analysis, further substantiating the validity and reliability of the findings; and (3) Kindergarten children taught number concepts using a numeration learning hierarchy curriculum have a significantly more positive attitude towards mathematics than pupils not taught in this manner. (MP)

ED 202 692 SE 034 928

Behr, Merlyn J. And Others
Rational Number Ideas and the Role of Representational Systems.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Grant—NSF-SED-79-20591

Note—22p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Contains occasional light and broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, Educational Research, Elementary Secondary Education, Instructional Materials, *Learning Processes, Learning Theories, *Mathematics Education, *Mathematics Instruction, *Program Descriptions, *Rational Numbers, Teaching Methods

Identifiers—*Mathematics Education Research

This document provides an overview of a National Science Foundation (NSF) funded project, Rational Number Ideas and the Role of Representational Systems. The rational number project consists of interacting instructional, evaluation, and diagnostic/remedial components. General project goals are: (1) to describe the development of the progressively complex systems of relations and operations that children in grades two through eight use to make judgments involving rational numbers; and (2) to describe the role that various representational systems (e.g., pictures, manipulative materials, spoken language, written symbols) play in the acquisition and use of rational number concepts. The project aims to develop a psychological "map" focusing on several aspects of the learning process. The project is concerned not only with what children can do naturally, but also with what they can do accompanied by minimal guidance or following theory based instruction. A list of five studies currently planned as future activities for the rational number project staff is included at the conclusion of this document. (MP)

ED 202 693 SE 034 929

De Corte, Erik Somers, Raf

Estimating the Outcome of a Task as a Heuristic Strategy in Arithmetic Problem Solving: A Teaching Experiment with Sixth-Graders. Report No. 27.

Katholieke Universiteit, Leuven (Belgium).

Pub Date—Mar 81

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, Educational Research, *Elementary School Mathematics, *Grade 6, Intermediate Grades, Learning Processes, *Learning Theories, *Mathematics Instruction, *Problem Solving, Teaching Methods

Identifiers—Estimation (Mathematics), Heuristic Models, *Heuristics, *Mathematics Education Research

The two main objectives of the present study were to get a better understanding of sixth-graders' solution processes with respect to arithmetic word problems and to investigate the possibility of improving children's problem-solving ability through instruction. As background for the study, a hypothetical model of the problem-solving process was developed based on previous research. In the first part of the investigation, quantitative and qualitative data on the forms of problem-solving behavior were collected in two classes. In this ascertaining study, important shortcomings in children's solution strategies were discovered, and it was hypothesized that these shortcomings could be overcome by instruction. Therefore a teaching experiment was undertaken during a two-week period involving teaching the experimental class a solution-strategy for word problems in which estimating the outcome of a problem was a central concern. Estimating a problem's outcome systematically before working out the solution was expected to be an effective heuristic strategy that induces pupils to analyze the problem on the one hand and to anticipate the solution on the other. At the end of the teaching program, a posttest was administered to the experimental and the control groups. The results of this experiment are discussed. (Author/MP)

ED 202 694 SE 034 931

Munby, Hugh

Thirty Studies Involving the "Scientific Attitude Inventory": What Confidence Can We Have in This Instrument?

Pub Date—Apr 81

Note—56p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Cat-

skills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attitude Measures, Elementary Secondary Education, *Evaluation, *Evaluation Criteria, *Evaluation Methods, Higher Education, Science Education, *Scientific Attitudes, Test Interpretation

Identifiers—*Science Education Research, *Scientific Attitude Inventory

This paper reports an in-depth study of Moore and Suttman's Scientific Attitude Inventory (SAI) and of the 30 studies in which the instrument has been used. Findings from these 30 research studies reveal a wealth of information including: (1) conflicting results when similar treatments are used by different investigators; (2) varied values of the reliability of the SAI, some of which are ignored; (3) reporting of non-significant effects when they are not expected and vice versa; and (4) finding that some correlational studies provide discrepant information about the validity of the SAI. Although some of these results can be explained in terms of the conceptual validity of the SAI, it is concluded that there is some uncertainty of what is being measured by the SAI and that it needs reworking before it can be used with confidence. The paper concludes with some general concerns about attitude measurement and its place in science education research. (Author/JN)

ED 202 695 SE 034 935

Horwitz, Lucy

Visualization and Arithmetic Problem Solving.

Pub Date—Apr 81

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Algorithms, *Cognitive Processes, *College Mathematics, Computation, Educational Research, Higher Education, *Learning Theories, Mathematics Education, *Problem Solving

Identifiers—*Heuristics, *Mathematics Education Research, Number Operations

One difficulty that mathematically naive subjects encounter in solving arithmetic word problems involves the limitation on short term memory (STM) capacity. It is hypothesized that naive subjects, not having access to formal problem solving strategies, may find visualization useful in reducing strain on STM. Two experiments are reported. The results of the first support the hypothesis that naive subjects make fewer errors on problems that are easier to visualize (problems using small numbers and discrete quantities) than on problems which are harder to visualize (those using large numbers and continuous quantities) when all other factors are held constant. The second experiment replicates the results of the first and also supports the hypothesis that this effect is not found with experienced problem solvers. The educational implications of these findings are briefly discussed. (Author)

ED 202 696 SE 034 939

Clements, M. A.

Spatial Ability, Visual Imagery, and Mathematical Learning.

Pub Date—Apr 81

Note—57p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Contains small print in References section.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Research, *Eidetic Imagery, Elementary Education, *Elementary School Mathematics, *Imagery, *Learning Theories, Mathematics Education, Research, Sex Differences, *Spatial Ability, Visual Literacy

Identifiers—*Mathematics Education Research

This document briefly reviews four areas of educational inquiry. The first section is concerned with definitions of the terms "spatial ability" and "visual imagery"; the second is concerned with training studies in which attempts have been made to improve spatial ability or to encourage greater use of visual imagery in problem solving; the third pertains to sex differences in spatial performance; and the fourth is concerned with studies investigating relationships between spatial ability, visual imagery and math-

ematical performance. It is concluded that not only is there little agreement, at present, about how spatial ability and visual imagery should be defined, but also, clear relationships between spatial ability and visual imagery, whatever they are, and mathematical learning have not been identified. (Author/MP)

ED 202 697 SE 034 987

Hess, Adrien L.

Four-Dimensional Geometry: An Introduction.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—77

Note—28p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 (no price quoted).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Enrichment Activities, *Geometric Concepts, *Geometry, Instructional Materials, *Mathematical Concepts, *Mathematical Enrichment, Mathematical Models, Mathematics Instruction, Problem Solving, Secondary Education, *Secondary School Mathematics, *Supplementary Reading Materials

Identifiers—*Four Dimensional Geometry

This document presents six chapters on four-dimensional geometry, whose titles are: (1) A Brief History; (2) What Is Four-Dimensional Geometry?; (3) Selected Drawings and Models; (4) How to Study the Configurations; (5) Selected Topics; and (6) Applications. The text, suitable for students in advanced levels of secondary school mathematics, concludes with a bibliography of books and periodicals. (MP)

ED 202 698 SE 034 988

Morris, Janet

How to Develop Problem Solving Using a Calculator.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-175-2

Pub Date—81

Note—42p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$4.00; Individual members, bookstores, or orders of 10 or more copies earn a discount of 20% off list price).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Calculators, Educational Technology, Elementary Education, *Elementary School Mathematics, Experiential Learning, *Instructional Materials, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Student Motivation, Teaching Methods, *Worksheets

This collection of activities shows how teachers can help pupils develop problem-solving techniques or strategies using a basic four-function calculator. The techniques "look for a pattern," "make a chart or organized list," and "guess and check" are used repeatedly in activities that range from discovery to application to strategy games. The activities are organized by standard mathematics content strands for easy correlation with classroom texts. While geared towards lower elementary levels, the material can be adapted for use throughout all elementary grades and in secondary school. They are dedicated to the proposition that calculators, in freeing children from burdensome paper-and-pencil calculating, also free them to think out problem solutions. Each worksheet is designed to be duplicated for student use. In addition to the teacher's notes corresponding with each activity, the document includes an introduction that discusses the fundamentals of teaching problem solving and how the calculator can be an invaluable aid in this process. (MP)

ED 202 699 SE 034 990

Revised Special Analysis of the R&D Component of the 1981 and 1982 Budgets of the U.S. Government.

National Science Foundation Washington, D.C. Div. of Science Resources.

Pub Date—81

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgets, College Science, Federal Government, Government Publications, *Government Role, Higher Education, Research and Development Centers, Science Education, *Scientific Research, Universities

This report presents information summarizing changes in research and development resulting from the revised budget for the fiscal years 1981 and 1982 transmitted to the Congress by the President of the United States in March, 1981. Adjustments in the funding of research and development are summarized by major R&D agency, and Federal expenditures are identified for: (1) the conduct of research and development; (2) the conduct of basic research; (3) the support of research and development at universities; and (4) research and development facilities. (CS)

ED 202 700

SE 034 992

Brady, Sue. And Others

Make Math Merry - I: An Instructional Activities Guide for Teaching Basic Mathematics Skills in Grades 3, 4, 5.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—392p. For related documents, see SE 034 993-994. Contains occasional light and broken type. Page 5 torn when received in mail. Best copy available. Pages 146, 222, 255-258 missing from document prior to its being shipped to EDRS for filming.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Computation, *Drills (Practice), Educational Games, Elementary Education, *Elementary School Mathematics, Fractions, Instructional Materials, *Mathematics Instruction, *Mathematics Materials, Number Concepts, Problem Solving, *Resource Materials, Teaching Guides, Whole Numbers, Worksheets

Identifiers—*Number Operations, Place Value (Mathematics), Rounding (Mathematics)

These materials were designed to help remedial students increase mathematics proficiency on topics found in the Regents Competency Testing Program. The activities developed complete with questions, "cards," and/or sample gameboards. Included in each activity is a list of materials needed. Several different activities often use the same materials with slight modifications. The materials do not include any type of evaluation or testing program, as it was felt that teachers should tie in related remedial activities with their own classroom diagnostic testing. These activities are designed to help in the remediation of mathematics in conjunction with commercially available materials as a supplement to the basic curriculum. A coding system listed in the table of contents is designed to identify the following specific operations and skill areas found in each activity: Place Value, Rounding, Addition, Subtraction, Multiplication, Division, Problem Solving, and Fractions. The general grade range for this set of materials is three through five. (MP)

ED 202 701

SE 034 993

Foote, Irene. And Others

Make Math Merry - II: An Instructional Activity Guide for Teaching Basic Math Skills in Grades 6, 7, 8.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—155p. For related documents, see SE 034 992-994. Contains occasional light and broken type. Page 57 missing from document prior to its being shipped to EDRS for filming.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Computation, *Drills (Practice), Educational Games, *Elementary School Mathematics, Elementary Secondary Education, Fractions, Geometric Concepts, Instructional Materials, Junior High School Students, *Mathematics Instruction, *Mathematics Materials, Middle Schools, Number Concepts, *Resource Materials, Teaching Guides, Whole Numbers, Worksheets

Identifiers—*Number Operations, Place Value (Mathematics), Rounding (Mathematics)

These materials were designed to help remedial students increase mathematics proficiency on topics found in the Regents Competency Testing Program. The activities developed complete with ques-

tions, "cards," and/or sample game boards. Included in each activity is a list of materials needed. Several different activities often use the same materials with slight modifications. The materials do not include any type of evaluation or testing program, as it was felt that teachers should tie in related remedial activities with their own classroom diagnostic testing. These activities are designed to help in the remediation of mathematics, in conjunction with commercially available materials, as a supplement to the basic curriculum. A coding system listed in the table of contents is designed to identify the following specific operations and skill areas found in each activity: Place Value, Rounding, Addition, Subtraction, Multiplication, Division, Equivalent Fractions, Fraction Ordering, and Fraction Concepts (Addition, Subtraction, Multiplication, and Division). The general educational level for this set of materials is grades six through eight. (MP)

ED 202 702

SE 034 994

Brown, Clem. And Others

Make Math Merry - III: An Instructional Activity Guide for Teaching Remedial Mathematics in Grades 9-12.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—240p. For related documents, see SE 034 992-993. Contains occasional light and broken type. Page 138 missing from document prior to its being shipped to EDRS for filming.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Algebra, Computation, Decimal Fractions, Drills (Practice), Educational Games, Fractions, Geometry, Instructional Materials, Integers, *Mathematics Instruction, *Mathematics Materials, Percentage, *Remedial Mathematics, Resource Materials, Secondary Education, *Secondary School Mathematics, Teaching Guides, Whole Numbers, Worksheets

Identifiers—Consumer Mathematics, *Number Operations, Rounding (Mathematics)

These materials were designed to help remedial students increase mathematics proficiency on topics found in the Regents Competency Testing Program. The activities developed complete with questions, "cards," and/or sample gameboards. Included in each activity is a list of materials needed. Several different activities often use the same materials with slight modifications. The materials do not include any type of evaluation or testing program, as it was felt that teachers should tie in related remedial activities with their own classroom diagnostic testing. These activities are designed to help in the remediation of mathematics, in conjunction with commercially available materials as a supplement to the basic curriculum. A coding system listed in the table of contents is designed to identify the following specific operations and skill areas found in each activity: Rounding, Subtraction, Multiplication, Division, Fraction, Decimals, Per Cents, Consumer Related Mathematics, Geometry, Integers, Algebra, and general Regents Competency Testing (RCT) prep. The general grade level for this set of materials is nine through twelve. (MP)

ED 202 703

SE 034 996

Gunstone, Richard F.

Cognitive Structure and Performance After Physics Instruction.

Pub Date—Apr 81

Note—29p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Grade 11, High Schools, High School Students, *Learning, *Performance, *Performance Factors, *Physics, Science Education, *Science Instruction, Secondary School Science

Identifiers—*Cognitive Structures, *Science Education Research

Two instructional programs with differing emphases on linking to existing knowledge and experience were used to present elementary dynamics to physics (N=67). Effects on aspects of cognitive structure and performance were investigated. Propositions elicited by a modified word-association technique were used to assess linking in cognitive structure between dynamics and existing

knowledge. Performance differences were found between instructional groups for problems requiring the application of material learned to new situations. Path analyses indicated that this effect of instruction on performance was substantially mediated by the extent to which cognitive structure was linked to existing cognitive structure. (Author/JN)

ED 202 704

SE 034 998

Williams, David D.

Seeking to Understand Activities of Naturalistic Inquirers: A Meta-Case Study of the Case Studies in Science Education.

Pub Date—Apr 81

Note—18p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Not available in hard copy due to marginal legibility of original document.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Case Studies, Classroom Environment, *Classroom Observation Techniques, Educational Assessment, Elementary School Science, Elementary Secondary Education, *Evaluation Methods, *Evaluators, *Research Methodology, Science Education, Science Instruction, Secondary School Science

Identifiers—*Case Studies in Science Education, *Science Education Research

This paper reports results of an exploratory study designed to identify some of the issues most critical for understanding how naturalistic inquiry is done and why researchers behave as they do. Preliminary results are discussed of an inquiry into ten case studies. The Case Studies in Science Education (CSSE), funded as one project by the National Science Foundation in an effort to understand the current conditions in science classrooms for students in grades K-12. Ten different high schools and their associated junior high and elementary schools were selected to be evaluated qualitatively by field researchers using methods of their choice. Research objectives of this study were to describe what the researchers did to interpret why they chose their particular methods. (CS)

ED 202 705

SE 035 001

Fabrey, Lawrence J. Roberts, Dennis M.

Effects of Calculator Usage and Task Difficulty on State Anxiety in Solving Statistical Problems.

Pub Date—Apr 81

Note—5p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, *Calculators, *College Mathematics, *Difficulty Level, Educational Research, Educational Technology, Higher Education, Mathematics Instruction, *Problem Solving, Statistics, *Stress Variables

Identifiers—*Mathematics Education Research, *State Anxiety

One hundred twenty-eight undergraduates were randomly assigned to one of four treatment conditions formed by crossing two levels of task difficulty (computationally easy or difficult problems) with two modes of calculation (solving by hand or calculator). When solving problems by hand, there was a large increase in state anxiety between easy and difficult problems. However, level of anxiety experienced on easy problems solved by hand was not lower than the difficult problems solved with the aid of a calculator. Results of this study provide additional evidence for the benefits of using calculators, particularly as problem difficulty increases. (Author)

ED 202 706

SE 035 004

Slyer, Sandra

Sexism in Children's Science Trade Book Illustrations.

Pub Date—81

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Sciences, Book Reviews, Books, *Children's Literature, Content Analysis, Elementary Education, *Elementary School Science, Evaluation, *Illustrations, Physical Sciences, *Reading Materials, Science Education, *Science Materials, *Sex Bias, Sex Stereotypes

Identifiers—*Science Education Research, Trade Books

The relative percentages of males and females in illustrations were identified in a select sample of children's science trade books. The books chosen for analysis were the "Outstanding Trade Books for Children 1979." These books were selected as outstanding children's science trade books mainly for grades K-8 and were evaluated by a special Book Review Committee appointed by the National Science Teachers Association in cooperation with the Children's Book Council. Sixty-nine of the total 71 books were analyzed to determine the sex-role content of the illustrations. Findings included, among others, that: (1) most illustrations portrayed individual males and females while few depicted males and females working together and even fewer depicted females as a team; (2) the percentage of group pictures illustrating only males and only females was identical (31%) in biological science books while 38% of the group pictured portrayed males and females together; (3) 77% of the group pictures showed only males while 7% showed only females in the physical science books and 15% illustrated males and females in groups; and (4) an implied sexist definition of career roles in the two physics and chemistry books examined (ratio of 8 males to 1 female). Results indicate that since these outstanding books were evaluated for sexism in the selection process, it could be assumed that many of those not selected would be significantly more sexist. (JN)

ED 202 707 SE 035 005

Etlinger, Leonard E. Ogletree, Earl J.

Calculators and Microcomputers for Exceptional Children.

Pub Date—81

Note—9p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement, *Calculators, Computer Assisted Instruction, Consumer Education, Educational Technology, Elementary Secondary Education, *Exceptional Persons, *Mathematics Education, Mathematics Instruction, *Microcomputers, *Special Education, *Student Motivation

The potential of using calculators and microcomputers successfully with exceptional children is addressed. This document features specific devices and models when referring to applications of calculators in the classroom. For the exceptional or handicapped student, calculators are viewed as the "least restrictive" learning device; which are destined to become more prominent in the classroom. The microcomputer is viewed as a device of the future, which appears to have great potential for adaptability. Currently available software functions and innovative devices such as speech synthesizers are noted, but no particular brands or models are described. The document concludes with a list of five ways calculators and/or computers can benefit students. The reasons listed are: (1) reinforcing the basic skills; (2) helping in the basic skills of reasoning; (3) reinforcing problem solving ability; (4) promoting logical thinking; and (5) encouraging creativity. (MP)

ED 202 708 SE 035 019

Fennell, Francis M.

Elementary Mathematics: Priorities for the 1980s.

Fastback 157.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-157-0

Pub Date—81

Note—31p; Not available in hard copy due to marginal legibility of original document.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (Single copy \$0.75, PDK members \$0.60; Discounts on quantity orders).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—*Basic Skills, *Curriculum Development, Elementary Education, *Elementary School Mathematics, Individualized Instruction, Instruction, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Problem Solving, *Program Design

Identifiers—Mathematics History

This document examines the past, present, and future of elementary school mathematics. The im-

pact of the modern mathematics movement in the curriculum is assessed and the factors behind the back-to-basics movement are analyzed. The text presents factors considered to be the real basics in mathematics of the eighties based on the recommendations of the National Council of Teachers of Mathematics. The view promoted is that during the coming years, elementary mathematics teachers must be concerned with the logical, social, and psychological criteria of the elementary mathematics curriculum. The neglect of any one of these criteria is seen as a shortchange in students' mathematics education. (MP)

ED 202 709 SE 035 048

Pines, Maya

Inside the Cell: The New Frontier of Medical Science. Series: A New Medical Science for the 21st Century.

National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Report No.—DHEW-NIH-79-1051

Pub Date—79

Note—100p; Contains photographs and colored headings which may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-040-00439-7; No price quoted).

Pub Type—Guides - Classroom - Learner (051) - Reference Materials (130)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Biochemistry, *Biology, College Science, *Cytology, Higher Education, Instructional Materials, Medicine, Microbiology, *Physiology, Resource Materials, Science Education, *Scientific Research, *Scientists, Secondary Education, Secondary School Science, *Technological Advancement

Provides information on cellular morphology and physiology, including general cell characteristics, the nucleus, ribosomes, endoplasmic reticulum, Golgi apparatus, lysosomes, mitochondria, microtubules, microfilaments, and membranes. Focuses on membranes which are postulated to play an important role in many aspects of health and disease. Highlights research studies and scientists associated with major discoveries in cellular biology. Includes a detailed glossary of terms used in this booklet. (CS)

ED 202 710 SE 035 057

A Self-Appraisal Checklist for Science in Ohio's Elementary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—16p; For related document, see SE 035 058.

Pub Type—Guides - Non-Classroom (055) - Reference Materials (130) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Check Lists, *Educational Assessment, Elementary Education, *Elementary School Science, *Evaluation, Science Education, *Science Programs, *State Boards of Education

Identifiers—*Ohio
This self-appraisal checklist was designed by the Ohio State Board of Education to help Ohio teachers and administrators improve elementary science programs. The checklist is organized into seven major categories which represent essential aspects of an elementary science program, including: (1) philosophy; (2) organization and administration; (3) class management and instruction; (4) staff; (5) curriculum; (6) facilities and equipment; and (7) student evaluation. (Author/CS)

ED 202 711 SE 035 058

A Self-Appraisal Checklist for Science in Ohio's Secondary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—16p; For related document, see SE 035 057.

Pub Type—Guides - Non-Classroom (055) - Reference Materials (130) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Check Lists, *Educational Assessment, *Evaluation, Science Education, *Science Programs, Secondary Education, *Secondary School Science, *State Boards of Education

Identifiers—*Ohio

This self-appraisal checklist was designed by the Ohio State Board of Education to help Ohio teachers and administrators improve secondary science programs. The checklist is organized into seven major categories which represent essential aspects of a secondary science program, including: (1) philosophy; (2) organization and administration; (3) class management and instruction; (4) staff; (5) curriculum; (6) facilities and equipment; and (7) student evaluation. (Author/CS)

ED 202 712 SE 035 059

A Self-Appraisal Checklist for Mathematics in Ohio's Elementary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—16p.

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, *Check Lists, *Curriculum Development, Elementary Education, *Elementary School Mathematics, *Evaluation, Evaluation Methods, *Mathematics Curriculum, Mathematics Education, Merit Rating, Program Development, *Rating Scales, Surveys, Teacher Evaluation

The purpose of this self-appraisal checklist is to assist Ohio teachers and administrators in their endeavors to improve the elementary school mathematics program. The checklist is organized into the following seven categories: (1) philosophy; (2) organization and administration; (3) class management and instruction; (4) staff; (5) curriculum; (6) facilities and equipment; and (7) evaluation. While the organization of the elementary mathematics program, extent of facilities and activities available, staffing patterns, and other program components may vary widely among schools, the seven categories are represented to some degree in each school's program. All are seen to represent essential aspects. The checklist can therefore be useful in any school in surveying and assessing the existing program and, in turn, comparing it to a quality program exemplified by the checklist items. (MP)

ED 202 713 SE 035 140

Hyatt, Donald L. And Others

How to Protect a River. Student Guide and Teacher Guide. OEAGLS Investigation 4.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date—Jul 80

Grant—NOAA-04-8-MO1-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—21p; For related documents, see SE 035 141-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Environmental Education, *Geology, *Natural Resources, Science Course Improvement Projects, Science Education, *Secondary Education, Social Studies, *State Legislation, *Water Resources

Identifiers—*Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

In this investigation, students examine the topographic characteristics, water quality and human developments along Ohio's Olentangy River. They then learn about the Ohio Scenic Rivers Act and attempt to classify the Olentangy in accordance with this legislation. Presented are both a students' guide and a teacher's guide. The latter includes an overview of the unit, a materials list, teaching suggestions, answers to discussion questions and eight evaluation items. These activities can be modified to deal with almost any river in Ohio. (Author/WB)

ED 202 714 SE 035 141

Kennedy, Beth A. Mayer, Victor J.
Erosion Along Lake Erie. Student Guide and Teacher Guide. OEAGLS Investigation 6.
 Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—Apr 79
 Grant—NOAA-04-8-M01-170; NOAA-04-158-44099

Note—28p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.
 Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conservation Education, Environmental Education, *Geology, *Land Use, Photographs, Science Course Improvement Projects, *Secondary Education, *Secondary School Science, *Soil Conservation, Water Resources
 Identifiers—*Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

Students use aerial photographs in this investigation as they study erosion and deposition along a section of Lake Erie's coast and learn about how groins affect these processes. The teacher's guide presents an overview of the unit, a materials list, suggested instructional approaches, answers to discussion questions, and evaluation items. A student manual is also included. (WB)

ED 202 715 SE 035 142

Baschore, Carole P. Fortner, Rosanne
Pollution in Lake Erie: An Introduction. Student Guide and Teacher Guide. OEAGLS Investigation 8.

Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—Apr 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—26p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.
 Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ecology, *Environmental Education, *Pollution, Reading Instruction, *Reading Skills, Science Course Improvement Projects, Science Education, *Secondary Education, *Water Resources

Identifiers—Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

Presented are a student workbook and teacher's manual for a unit which combines a study of water pollution with instruction in critical reading skills. In the two activities students study the types and effects of pollution in Lake Erie. At the same time they learn how to read critically, evaluate their reading skills, and analyze written material to determine the truthfulness and value of what is discussed. Included in the teacher's guide are an overview, objectives, suggested teaching approach, answers to review questions, and a list of references. (WB)

ED 202 716 SE 035 143

Fortner, Rosanne Jax, Daniel W.
The Great Lakes Triangle. Student Guide and Teacher Guide. OEAGLS Investigation 11.
 Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—Sep 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—52p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program. Page 27 of Student Guide removed due to copyright restrictions.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per

order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accidents, Air Transportation, Music Appreciation, *Navigation, Science Course Improvement Projects, *Secondary Education, *Secondary School Science, *Water Resources, *Weather

Identifiers—Great Lakes, Natural Disasters, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

The disappearance of planes and ships in the Great Lakes area is the focus of the three activities in this unit. Activity A involves studying the locations of missing craft and personnel. Activity B, which treats the loss of the freighter Edmund Fitzgerald as an example of a Great Lakes tragedy, consists of plotting bathymetric contours, investigating weather conditions on the day of the wreck, and constructing a model to study ship design. Finally, in Activity C students listen to and analyze "The Wreck of the Edmund Fitzgerald" ballad. Both a student workbook and a teacher's manual are provided. The latter includes an overview of the unit, a materials list, objectives, teaching suggestions, and answer keys to student activities. (Author/WB)

ED 202 717 SE 035 144

Fortner, Rosanne Pauken, Ray
Shipping: The World Connection. Student Guide and Teacher Guide. OEAGLS Investigation 12.
 Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—Dec 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—32p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.
 Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Economics, *Exports, *Geography, Global Approach, *International Relations, Oceanography, Science Education, *Secondary Education, Social Studies, *Water Resources

Identifiers—Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program, *Shipping Industry

This unit investigates through three activities the importance of the Great Lakes in international trade. A student workbook and a teaching guide are provided. Included in the teacher's manual are an overview of the unit, a materials list, objectives, teaching suggestions, evaluation items, and answer keys to student activities. In the first lesson students identify the imports, exports and countries involved in shipping through the Port of Toledo, Ohio. The other activities consist of constructing a working model to study how a series of locks operates, and completing a crossword puzzle of shipping terms. (Author/WB)

ED 202 718 SE 035 145

Briss, Dorothy Mayer, Victor J.
We Have Met the Enemy. Student Guide and Teacher Guide. OEAGLS Investigation 13.
 Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—Oct 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—85p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program. Contains occasional marginal legibility in Teacher Guide.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Geography, History Instruction, Science Course Improvement Projects, Science Education, *Secondary Education, *Simulation, Social Studies, *United States History, *War, Wa-

ter Resources

Identifiers—*Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program, *War of 1812

Students investigate several aspects of the War of 1812, especially those which pertain to Lake Erie and Ohio, in this unit. The first activity is a simulation of various battles and maneuvers. In parts B and C, students use information from the simulation and from documents of the era to explain the war's causes and outcomes. A student's guide and teacher's manual are provided. The latter includes duplication masters for the simulation, teaching recommendations, objectives, and references. (Author/WB)

ED 202 719 SE 035 146

Timmons, Joyce L. Fortner, Rosanne
Geography of the Great Lakes. Student Guide and Teacher Guide. OEAGLS Investigation 14.

Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—May 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—30p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.
 Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, *Geography, *Map Skills, Mathematics Education, Mathematics Instruction, *Measurement, Problem Solving, Science Education, *Secondary Education, Social Studies, *Water Resources

Identifiers—Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

This unit describes four secondary school activities related to the geography of the Great Lakes. In Activity A students develop map skills as they study the lakes' positions and associated cities; these skills are applied to the St. Lawrence Seaway in Activity B. Activities C and D involve learners in solving perimeter, area, distance, rate, time, and volume problems using the Great Lakes area for examples. The teacher's guide includes a materials list, overview of the unit, objectives, teaching suggestions, evaluation items, and an answer key. The student workbook is also provided. (Author/WB)

ED 202 720 SE 035 147

Mayer, Victor J. Pigman, Frank
Ohio Canals. Student Guide and Teacher Guide. OEAGLS Investigation 15.

Ohio State Univ., Columbus. Research Foundation.
 Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
 Pub Date—May 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—25p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.
 Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Development, *Economics, Environmental Education, *Geography, Natural Resources, Population Growth, *Secondary Education, *Social Studies, *Transportation, *Water Resources

Identifiers—Canals, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

The relationships of Ohio's canals to drainage patterns, population centers, commerce and population growth are the focus of this unit for secondary school classes. Presented are both a student workbook and teacher's guide. Included in the latter are a materials list, objectives, suggested instructional approaches, evaluation items, and a key to questions in the student workbook. (WB)

ED 202 721

SE 035 148

Leach, Susan And Others

To Harvest a Walleye. Student Guide and Teacher Guide. OEAGLS Investigation 16.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Jun 79

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099

Note—37p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program. Pages 6-7 of the Teacher Guide removed due to copyright restrictions.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biology, *Ecology, Educational Games, Environmental Education, *Fisheries, Natural Resources, Science Course Improvement Projects, Science Education, *Secondary Education, *Secondary School Science, *Water Resources

Identifiers—Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

Designed to introduce basic ecological relationships in a lake community, this investigation uses a Lake Erie food chain involving people and walleye as an example. The first activity is a board game in the form of a biomass pyramid; students begin with 1000 kilograms of algae and attempt to reach the "harvest" with at least a kilogram of walleye. In follow-up activities, the concepts of food web, ecological pyramid, and loss of energy between trophic levels are studied. The teacher's guide includes patterns for the game board, objectives, teaching suggestions, and a key to questions contained in the accompanying student workbook. (Author/WB)

ED 202 722

SE 035 149

Fortner, Rosanne W. Ihle, Stephanie

Oil Spill! Student Guide and Teacher Guide. OEAGLS Investigation 17.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Mar 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—34p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program. Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ecology, Energy, *Environmental Education, Fuels, *Marine Biology, *Pollution, Science Course Improvement Projects, Science Education, *Secondary Education, *Secondary School Science, Water Resources

Identifiers—Environmental Protection, Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

Presented in this unit are three activities concerning the causes and effects of oil spills and methods used to clean up these spills in the oceans and Great Lakes. Students construct and interpret a graph showing oil pollution sources. The students create and try to clean up a small-scale oil spill in a pan, and they compare the water quality of clean and oily water. Both a teacher's guide and a students' guide are provided. Included in the teacher's manual are a materials list, objectives, recommended teaching approaches, evaluation items, and answers to questions contained in the student workbook. (Author/WB)

ED 202 723

SE 035 150

Mayer, Victor J. Ihle, Stephanie

It's Everyone's Sea: Or Is It? Student Guide and Teacher Guide. OEAGLS Investigation 18.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Mar 81

Grant—NOAA-04-8-M01-170; NOAA-04-158-

44099; NOAA-NA-79AA-D-00120

Note—40p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Fisheries, *Geography, International Law, *International Relations, *Natural Resources, *Oceanography, Science Education, *Secondary Education, Social Studies

Identifiers—*Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

This secondary school unit focuses upon international disagreements regarding rights to marine resources. Students study maps of the Atlantic Ocean to describe continental shelves, ocean basins, coastal features, and areas rich in natural resources. They then participate in a simulation to learn how conflicts arise over resources of the sea. Finally, students investigate Canadian and American interests in the oceans and learn how international boundaries are determined. Contained are both a student workbook and teacher's guide. The latter provides a materials list, objectives, teaching suggestions, role cards for the simulation, and answers to questions presented in the student manual. (Author/WB)

ED 202 724

SE 035 151

Mayer, Victor J. And Others

PCBs in Fish: A Problem? Student Guide and Teacher Guide. OEAGLS Investigation 19.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Mar 81

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—37p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Chemical Industry, Ecology, *Environmental Education, *Fisheries, Health Education, Pollution, *Public Health, Science Course Improvement Projects, *Science Education, Secondary Education, *Water Pollution

Identifiers—Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program, *Polychlorinated Biphenyls

In this secondary school unit, students investigate the health effects and methods for controlling polychlorinated biphenyls (PCBs). The teacher's manual contains a materials list, objectives, teaching strategies, supplementary information on PCBs, and answers to questions included in the accompanying student workbook. Activities presented include a teacher demonstration of dilution, a study of PCBs in Lake Erie white bass, and a simulation centered around policies for regulating the use of contaminated fish. (Author/WB)

ED 202 725

SE 035 152

Fortner, Rosanne Mischler, Ron

The Estuary: A Special Place. Student Guide and Teacher Guide. OEAGLS Investigation 20.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Aug 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—33p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Botany, *Ecology, *Environmental Education, Marine Biology, Science Course Improvement Projects, *Science Education, Secondary Education, *Secondary School Science,

*Water Resources, Wildlife

Identifiers—*Estuaries, Great Lakes, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program

In this unit students examine Old Woman Creek National Estuarine Sanctuary on Lake Erie to study the characteristics and importance of estuaries in general. Activities include the analysis of a pictured plankton sample, a transect study using computer data, a consideration of the ecological roles of various estuarine species, and a discussion of the impacts of humans and natural forces upon estuaries. Both a teacher's guide and student's manual are provided. Contained in the guide for teachers are objectives, suggested instructional approaches, an answer key, and additional information on Old Woman Creek. (Author/WB)

ED 202 726

SE 035 153

Schlarb, Keith N. Mayer, Victor J.

Shipping on the Great Lakes. Student Guide and Teacher Guide. OEAGLS Investigation 21.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Mar 80

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—27p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Economics Education, Energy Conservation, Environmental Education, *Geography, Map Skills, Mathematics Education, Secondary Education, *Social Studies, *Transportation, *Water Resources

Identifiers—Great Lakes, *Oceanic Educational Activities Great Lakes Schools, Ohio Sea Grant Program, *Shipping Industry

Presented in this unit are three activities designed to illustrate the importance of the Great Lakes in transporting cargo. Students first determine the movement of various materials shipped from selected ports. They then compute from map measurements the distances and relative costs of transporting different cargoes via water, rail and truck. Finally, students compare the energy efficiency and environmental implications of these three modes of transport. Included are a list of objectives, an answer key, teaching recommendations, and evaluation items. A student workbook is also provided. (Author/WB)

ED 202 727

SE 035 154

Fortner, Rosanne Mayer, Victor J.

Knowing the Ropes. Student Guide and Teacher Guide. OEAGLS Investigation 22.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Jan 81

Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120

Note—27p.; For related documents, see SE 035 140-155 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program.

Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State University, 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Language Arts, Lexicology, *Mechanics (Physics), *Oceanography, *Physics, Science Course Improvement Projects, *Science Education, *Seafarers

Identifiers—*Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program, *Shipping Industry

Ropes and their uses for the sailor are the focus of this unit. Students begin the study by taking apart a section of rope and putting it back together, testing strength at various stages. They also practice tying different knots and learn about the uses of ropes in sailing. After investigating the mechanics of a block and tackle, students consider how ropes, ships and sailors have influenced the English language. Prov-

ided along with the students' guide is a teacher's manual which contains a materials list, objectives, recommended teaching approaches, an answer key, and evaluation items. (Author/WB)

ED 202 728 SE 035 155

Hartley, Suzanne M. Fortner, Rosanne
Getting to Know Your Local Fish. Student Guide and Teacher Guide. OEAGLS Investigation 23. Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Pub Date—Aug 80
Grant—NOAA-04-8-M01-170; NOAA-04-158-44099; NOAA-NA-79AA-D-00120
Note—41p.; For related documents, see SE 035 140-154 and ED 179 352-358. Prepared in collaboration with the Ohio Sea Grant Program. Available from—Ohio Sea Grant Education Office, 283 Arps Hall, Ohio State Univ., 1945 N. High St., Columbus, OH 43210 (\$1.00 plus \$1.00 per order for shipping).
Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Animals, Art Activities, Biology, *Classification, *Elementary Secondary Education, Environmental Education, *Fisheries, Science Course Improvement Projects, *Science Education, Water Resources

Identifiers—Great Lakes, *Ichthyology, *Oceanic Education Activities Great Lakes Schools, Ohio Sea Grant Program
Described in this unit are three activities related to classification and fish identification. In the first activity students design and use a dichotomous key to common classroom items, while Activity B involves the construction of a key to Lake Erie fish families. During Activity C, each student writes a story and draws a humorous picture of a fish based on its common name. Both a student workbook and teacher's guide are provided. The latter includes objectives, teaching suggestions, line drawings of Lake Erie fishes and an answer key. (WB)

ED 202 729 SE 035 167

Ayers, Jerry B. Ed.
Ideas and Activities for Energy/Environmental Education: Grades 4-6. Tennessee Technological Univ., Cookeville. Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Apr 81
Grant—NSF-SPI-8001215
Note—230p.; Prepared by students and staff of the NSF sponsored institute entitled "Man's Energy Needs and Related Environmental Problems." Contains occasional light and broken type.
Pub Type—Guides—Classroom—Teacher (052)—Reference Materials—Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Energy, Energy Conservation, *Environmental Education, Interdisciplinary Approach, *Intermediate Grades, Language Arts, *Resource Materials, *Science Education, Science Instruction, Social Studies

Presented is a compendium of activities and reference materials in environmental education and energy education that was developed by participants in a year-long institute conducted by Tennessee Technological University and sponsored by the National Science Foundation. The manual is divided into three sections. The first consists of 111 activities, categorized by subject area, for students in grades four through six. The second section is an annotated bibliography of 239 resource materials related to energy and environmental education and available through ERIC. An annotated listing of several hundred free materials for classroom use comprises the third section. (Author/WB)

ED 202 730 SE 035 168

Nichols, Stan And Others
Environmental Education Needs and Interests of Wisconsin Adults. Final Report. Wisconsin Univ., Madison, Univ. Extension. Pub Date—81
Note—101p.
Pub Type—Reports—Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Education, Adults, Environment, *Environmental Education, *Extension Education, *Needs Assessment, Questionnaires, *State Surveys, Statewide Planning, Surveys
Identifiers—*Environmental Communications, Environmental Education Research, Wisconsin
Described is a study designed to document the

degree of interest in the environment by Wisconsin adults and to give direction to future statewide environmental education efforts. A team of interviewers telephoned a random sample of over 600 persons and questioned them about their: (1) interest in environment and nature topics; (2) desire to know more about these topics; (3) uses for environmental information; (4) current activities related to the environment; (5) media usage; and (6) demographic characteristics. Following a description of the survey methodology and results is a discussion of the study's implications for the philosophy, policy, and overall direction of environmental education efforts of the University of Wisconsin's extension program. A copy of the interview questions is included. (Author/WB)

ED 202 731 SE 035 225

Subregional Workshop on Training of Teachers for Environmental Education, Final Report (Prague-Hluboka, CSSR, October 13-17, 1980). European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).
Pub Date—80
Note—48p.; Contains occasional marginal legibility.

Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Environmental Education, Higher Education, *Inservice Teacher Education, Interdisciplinary Approach, *International Educational Exchange, International Programs, Models, *Preservice Teacher Education, *Teacher Education

Identifiers—Czechoslovakia, *Europe, UNESCO
Described is the Subregional Workshop on Training of Teachers for Environmental Education, which took place in Prague and Hluboka, Czechoslovakia, October 13-17, 1980. Participants discussed needs in preservice and inservice teacher education, examined model programs, and visited several environmental education sites. Included in this report are the workshop's 10 conclusions and 13 recommendations regarding teacher training in environmental education at European institutions. Two Czechoslovakian environmental education program models are appended. (WB)

ED 202 732 SE 035 228

The Energy Conservation Program for Schools and Hospitals Can Be More Effective. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C. Report No.—EMD-81-47
Pub Date—23 Mar 81
Note—42p.
Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first 5 copies free).

Pub Type—Reports—Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cost Effectiveness, Energy, *Energy Conservation, *Federal Programs, *Hospitals, *Program Effectiveness, Public Administration, Public Agencies, *School Buildings, Utilities
Identifiers—*Department of Energy, National Energy Conservation Policy Act

The Schools and Hospital Program, funded through the National Energy Conservation Policy Act, is not an effective use of federal monies when compared to other Department of Energy (DOE) conservation programs. It is among the highest in cost, yet among the lowest in yielding energy savings. This report identifies changes which could increase overall energy savings without increasing program funding. It also discusses improvements needed in DOE's management of the program. Schools and hospitals should be able to reduce their energy use by up to 30 percent. (Author/WB)

ED 202 733 SE 035 233

Newton, Roger And Others
Patterns of Reasoning: Proportional Reasoning. Pub Date—Apr 81
Note—14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Biological Sciences, *Cognitive Development, Developmental Stages, Elementary School Science, Elementary School Students, Elementary Secondary Education, *Logical Thinking, Physical Sciences, Science Education, *Science Tests, *Secondary School Science, Secondary School Students, Student Characteristics, Student Development

Identifiers—*Science Education Research, *Test of Logical Thinking (Tobin and Capie)

Reported are results of a study designed to determine developmental patterns in proportional reasoning and to determine if these patterns are similar regardless of educational level and regardless of problem context. Data from 2282 subjects in grades 6-13 were collected using the Test of Logical Thinking (TOLT), and then examined for subjects who had been categorized in three ways: (1) by TOLT scores, 1-10; (2) by educational level; and (3) by developmental stages within each educational level. Examination of the four most common responses indicates that observed patterns of reasoning are similar regardless of developmental level, educational level, or problem context. Conclusions are made regarding the use of proportional reasoning in the physical sciences and biological sciences. (CS)

ED 202 734 SE 035 234

Stanback, Bessie Alsop
Student Behaviors in Desegregated Junior High School Science Classrooms.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, *Black Students, *Classroom Observation Techniques, Junior High Schools, Junior High School Students, Minority Groups, Science Education, *Secondary School Science, *Student Behavior, *Test Construction
Identifiers—*Science Education Research

This paper presents a study focusing on the use of class time by minority students in junior high school science classrooms. An instrument was developed to assess classroom behaviors and the interactions of students, which was used to obtain information about classroom behaviors that might affect minority student outcomes in science. Students from a desegregated urban school district were observed by trained observers using the developed instrument to gather information about the interactions of subject students (N=52) with target students (several hundred) and six teachers at four different junior high schools. Results indicate: (1) that the instrument could be successfully used to record students' behaviors and interactions; (2) that very few cross-race interactions occur, even in an activity-oriented classroom; (3) that the frequency of attending behaviors was greater than the frequency of non-attending behaviors for male students of both races; (4) that no significant differences exist between black male students and white male students in classroom behavior patterns; and (5) that the average final grade for black male students was lower than the average final grade for white male students. (CS)

ED 202 735 SE 035 235

Holliday, William G. Benson, Garth D.

Using a Chart-table Medium to Focus Students' Attention on Science Concepts.

Spons Agency—Alberta Advisory Committee on Educational Research, Edmonton.

Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Contains light and broken type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, Attention Control, Biology, High Schools, High School Students, *Nonprint Media, Nutrition, *Questioning Techniques, Science Education, *Science Instruction, *Secondary School Science

Identifiers—*Science Education Research

A study is presented which utilizes a selective attention model to investigate the learning effects of different questioning strategies under four experi-

mental conditions using a non-prose medium (science textbook chart) containing information of varying established difficulty. A 14-row, 4-column chart describing 14 vitamins was used to present four characteristics as established in pre-experimental study. Questions derived from the chart were paraphrased and randomly assigned in a counter balanced fashion to sub-groups of students within each group. A sample of 299 high school biology students enrolled in two high schools was randomly assigned to five treatment-control sub-groups. Findings are reported relating to students' being permitted to inspect the posttest before administration, to the importance of emphasis on study questions, and to variations in methods of focusing attention. (CS)

ED 202 736 SE 035 236

Botti, James A. Fowler, H. Seymour

The Comparative Effects of Congruent and Incongruent Teacher Verbal Behavior on Higher Level Learning Outcomes of Secondary Biology Students During Discovery/Inquiry Laboratories.

Pub Date—Apr 81

Note—21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Biology, *Discovery Learning, *Inquiry, Science Education, *Science Instruction, Science Laboratories, Secondary Education, Secondary School Science, *Teacher Behavior, Teaching Methods, *Verbal Communication

Identifiers—*Science Education Research

A study was designed to evaluate whether congruency or incongruency between a teacher's intended discovery/inquiry laboratory instructional strategy and his/her actual behaviors used to implement that strategy had an effect on higher level learning by students. Also assessed was whether student performance on science projects can be an effective means to discriminate previously undetected student differences in higher level cognitive abilities relative to the understanding and use of science processes. Four class sections of high school biology students (N=72) were established. Two sections were treated by an instructor employing congruent laboratory verbal behavior, while the remaining two sections received incongruent laboratory verbal treatment. Judgments concerning the effects of contrasting teacher verbal behavior during the laboratory sessions were made on the student's performance in designing and developing science projects after 24 weeks of experimental instruction. Results include the findings that subjects did not differ statistically in mean score performance in the two teacher laboratory verbal treatments, and that the congruent treatment subjects earned significantly higher mean scores in cognitive abilities relative to the understanding and use of science processes. (CS)

ED 202 737 SE 035 243

Ogletree, Earl J.

Teaching Geometry: An Experiential and Artistic Approach.

Pub Date—[81]

Note—10p.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Mathematics, Enrichment Activities, *Freehand Drawing, *Geometric Concepts, Geometry, *Handwriting Skills, Instructional Materials, *Mathematical Enrichment, *Mathematics Instruction, Mathematics Materials, Student Motivation, Teaching Methods

Identifiers—*Form Drawing (Geometry)

The view that geometry should be taught at every grade level is promoted. Primary and elementary school children are thought to rarely have any direct experience with geometry, except on an incidental basis. Children are supposed to be able to learn geometry rather easily, so long as the method and content are adapted to their development and learning style. Form drawing, a type of disciplined freehand geometry drawing designed by Rudolf Steiner (1861-1925), is promoted. Form drawing can be used to teach pupils to draw with great accuracy straight and curved lines, loops, circles, right, acute, and obtuse angles, and other semi-metric and metric forms and designs using pencil, pen and crayon. Examples of many form types are presented in a rough sequence of lesson tasks. One of the anticipated byproducts of the freehand drawing exercise is an improvement in the students' handwriting. Most pupils appear to look forward to and enjoy the form drawing. (MP)

ED 202 738 SE 035 270

Driscoll, Mark J.

Research Within Reach: Elementary School Mathematics.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—132p.

Available from—CEMREL, Inc., 3120 59th St., St. Louis, MO 63139 (\$6.50, discounts on quantity orders).

Pub Type—Guides—Classroom—Teacher (052)—Reports—Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Elementary School Mathematics, *Learning Activities, *Literature Reviews, Mathematics Education, *Reference Materials, *Research Utilization, *Teaching Methods

Identifiers—*Mathematics Education Research, Research Practice Relationship, Research Summaries

This set of 20 bulletins, plus an introduction, is designed to interpret research findings and ways they can be applied in teaching elementary school mathematics. Classroom teachers were interviewed to determine the issues they felt were most pressing in day-to-day mathematics teaching. Thus the bulletins address questions that arise out of actual classroom situations. Each bulletin begins with a question which sets the stage for the discussion that follows. Research conclusions are reflected whenever possible in the suggestions for the teacher. Suggested readings are included with each bulletin. The bulletins include five each on: (1) Mathematical Development: The Children (kindergarten topics, the concrete-abstract bridge, counting, manipulative, and measurement); (2) Mathematical Development: The Teacher's Role (diagnosis, remediation, testing, mastery learning, evaluation, and motivation); (3) Instructional Strategies (meaning, drill, grouping, individualizing, and algorithms); and (4) Stronger Curriculum (problem solving, estimation, calculators, sequence, and textbooks). (MS)

ED 202 739 SE 035 272

Anderson, Ronald D. And Others

The Major Questions Addressed by the Extant Science Education Research: A Map for Meta-Analysis.

Pub Date—Apr 81

Note—6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Science, Elementary School Science, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Outcomes of Education, Preservice Teacher Education, Questioning Techniques, *Research Methodology, *Research Needs, *Science Curriculum, Science Education, *Science Instruction, Science Teachers, Secondary School Science, Student Behavior, Teacher Behavior

Identifiers—*Meta Analysis, *Science Education Research

Presents a report on the first phase of a large scale meta-analysis of the field of science education in which the major research questions pursued in the extant science education research literature were identified and organized to provide a conceptual framework for meta-analysis. The six major research questions identified from this project are listed. (CS)

ED 202 740 SE 035 273

Miller, Priscilla Ann

The Effects of Behavior Model Analysis on Teachers' Behaviors During Science Activity Lessons.

Pub Date—Apr 81

Note—49p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Contains occasional light type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary School Teachers, Elementary Secondary Education, Higher Education, Middle Schools, *Preservice Teacher Education, Science Education, *Science Instruction, *Science Teachers, Secondary School Teachers, *Teacher Behavior

Identifiers—*Science Education Research

Reported are results of a study that investigated the effects of teacher training strategy on science activity lesson teaching behaviors of preservice teachers. The relationship between teaching behaviors and student achievement was also investigated. Preservice teachers (N=43) enrolled in elementary, middle, and secondary school science instructional methods courses were introduced to the activity lesson instructional behaviors. Two experimental groups of teachers then viewed and analyzed video taped model activity lessons, using the Science Laboratory Analysis System (SLAS). A control group received no further instruction beyond the initial introduction to the activity lesson behaviors. Behaviors of each preservice teacher were assessed on two science activity lessons, one taught to peers in a micro-teaching situation and one taught to a class of public school pupils. Pupil achievement was measured with pre- and post-tests based on the lesson objectives. Results include the findings that both experimental groups used significantly more of the 28 behaviors coded with SLAS than did the control group, and a significant position correlation was found between teaching behaviors and pupil achievement. (CS)

SO

ED 202 741 SO 013 322

Robinson, Terry

Wyoming Geology and Geography, Unit 1.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—79

Note—75p.; For related documents, see SO 013 323-328. Not available from EDRS in paper copy due to poor legibility of original document. Photographs, charts, and some pages may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Geography Instruction, *Geology, Learning Activities, *Locational Skills (Social Studies), *Map Skills, Social Studies, Units of Study

Identifiers—*Wyoming

This unit on the geology and geography of Wyoming for elementary school students provides activities for map and globe skills. Goals include reading and interpreting maps and globes, interpreting map symbols, comparing maps and drawing inferences, and understanding time and chronology. Outlines and charts are provided for Wyoming geology and geography. A geological time chart and outlines of Wyoming mineral deposits, soil types, flora, fauna, climate, and early man are included. For specific activities, students compare political, historical, road, weather, and relief maps of the same area; collect weather maps; make relief maps; play games to learn directions; make a map of an imaginary trip; and determine purposes of Wyoming mineral exports. Students also discuss advantages and disadvantages of dam building; locate Wyoming mountains, rivers, lakes, and reservoirs; and study rock collecting. Reproducible materials are a pre- and posttest, worksheets on following directions, a compass exercise, and activities for finding large communities on maps. A bibliography and reproducible maps are also provided. (KC)

ED 202 742 SO 013 323

Robinson, Terry

Wyoming Indians, Unit II.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—79

Note—82p.; For a listing of related documents, see SO 013 322-328. Not available from EDRS in paper copy due to poor legibility of original documents. Some photographs and maps may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indians, Elementary Education, Learning Activities, *Legends, Resource Materials, Social Studies, Units of Study
Identifiers—*Wyoming

This unit on Wyoming Indians provides concepts, activities, Indian stories, and resources for elementary school students. Indian values and contributions are summarized. Concepts include the incorrectness of the term "Indian," the Indians' democratic society and sophisticated culture, historical events, and conflicts with whites over the land. Activities involve students in preparing pictorial history charts, reading Indian legends, writing stories and poems from the Indian point of view, making costumes, and reporting on famous Wyoming Indians. Reproducible vocabulary worksheets, puzzles, Indian symbols, and instructions for making a full-size tipi, gourd rattle, canoe, beadwork, travois, jerky, and pemican are provided. Indian stories relate creation myths and the origin of fire. Names and addresses of resource persons, films, books, free or inexpensive materials, and reproducible maps are also included. (KC)

ED 202 743 SO 013 324

Robinson, Terry

Role of the Military, Unit III.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—80

Note—76p.; For related documents, see SO 013 322-328. Not available from EDRS in paper copy due to poor legibility of original document. Some photographs may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Civil War (United States), Elementary Education, *History Instruction, Learning Activities, *Military Organizations, Resource Materials, Social Studies, *State History, Units of Study, *War
Identifiers—World War II, *Wyoming

This unit on the role of the military in Wyoming history provides activities which focus on the system of forts which began in 1849, Indian conflicts, World War II, and the Army and Air National Guard. Student activities include illustrating various battles, locating major Wyoming forts on a map, field trips to F.E. Warren Air Force Base and Fort Laramie, staging a famous battle, and making paper uniforms showing the differences over the years. Reproducible materials are vocabulary lists, word puzzles, maps of forts and trails, and instructions for building a fort. Essays discuss the Wyoming National Guard, the Wyoming Air National Guard, soldiers and forts, forts on the frontier, and the Little Big Horn. A list of resource persons, a bibliography, and reproducible maps are also provided. (KC)

ED 202 744 SO 013 325

Robinson, Terry

Wyoming's Early Settlement and Ethnic Groups, Unit IV.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—80

Note—73p.; For related documents, see SO 013 322-328. Not available from EDRS in paper copy due to poor legibility of original documents. Some photographs and drawings may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Blacks, Chinese Americans, Elementary Education, *Ethnic Groups, History Instruction, *Land Settlement, Learning Activities, Mexican Americans, Resource Materials, Social Studies, *State History, Units of Study

Identifiers—*Wyoming

This unit on Wyoming's early settlement and ethnic groups provides concepts, activities, stories, charts, and graphs for elementary school students. Concepts include the attraction Wyoming held for trappers; the major social, economic, and religious event called "The Rendezvous"; the different ethnic and religious groups that presently inhabit Wyoming; and the connection between population

growth and energy-related industry. Students engage in mapping early settlement patterns, writing imaginary diaries of trappers or explorers, writing and producing a play on Wyoming pioneer life, displaying family antiques, preparing a pioneer meal for parents, and inviting ethnic/pioneer persons to visit the classroom. Reproducible materials include a vocabulary list, puzzles, directions for making a conestoga wagon out of tag board, and frontier recipes. Essays discuss blacks, Chinese, Mexican Americans, and the American cowboy in Wyoming. A list of resource persons and reproducible maps are also included. (KC)

ED 202 745 SO 013 326

Robinson, Terry

Coming of the Railroad, Unit V.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—80

Note—30p.; For related documents, see SO 013 322-328. Not available from EDRS in paper copy due to poor legibility of original document. Some photographs and charts may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, History Instruction, Learning Activities, *Rail Transportation, Resource Materials, Social Studies, *State History, Units of Study

Identifiers—*Wyoming

Designed for elementary school students, this unit on the coming of the railroad in Wyoming provides concepts, activities, resource lists, and maps. Concepts stress the coming of the railroad in 1867-69, routes which were considered, towns owing their origin to the railroad, the railroad ownership of southern Wyoming, and the relationship between the Union Pacific and Wyoming. Students engage in a field trip to the largest steam engine in history, research presently nonexistent towns, talk with representatives of various railroad jobs, make maps of railroad routes, take a train trip to Laramie, and make a tape collection of oral interviews with old-timers who worked on the railroad. Reproducible instructions for making a locomotive out of cardboard, and photographs of a train schedule and an 1877 Union Pacific advertisement are provided. The bibliography lists books, articles, films, and maps. (KC)

ED 202 746 SO 013 327

Robinson, Terry

Wyoming: Territory to Statehood, Unit VI.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—80

Note—76p.; For related documents, see SO 013 322-328. Not available from EDRS in paper copy due to poor legibility of original documents. Photographs throughout document may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Feminism, History Instruction, *Land Settlement, Learning Activities, Resource Materials, Social Studies, *State History, Units of Study

Identifiers—*Wyoming

Designed for elementary school students, this unit on the Wyoming evolution from territory to statehood provides concepts, activities, stories, resources, and maps. Concepts stress the five national flags which have flown over Wyoming, several other territories Wyoming was a part of, construction of the Union Pacific railroad, problems of the new territorial government, territorial life, and statehood in 1890. Activities include mapping original annexations of Wyoming, writing and producing a play on Wyoming's granting suffrage to women, and taking field trips. Reproducible puzzles and lists of early influential persons are provided. Essays discuss Wyoming's celebration of admission into the Union, the murder trial of Tom Horn, women and equal rights, the evolution of justice, emblems of Wyoming, and the state song. Photographs of early influential persons are also included. (KC)

ED 202 747 SO 013 328

Robinson, Terry

Wyoming Government, Unit VII.

Laramie County School District 1, Cheyenne, Wyo. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—80

Note—76p.; For related documents, see SO 013 322-327. Not available from EDRS in paper copy due to poor legibility of original document. Photographs and some pages may not reproduce clearly from EDRS in microfiche.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Citizenship Education, Elementary Education, *Government Role, Learning Activities, *Local Government, Social Studies, *State Government, Units of Study

Identifiers—*Wyoming

This unit on Wyoming government presents concepts, activities, and stories for elementary school students. Concepts stress that the functions of government are determined according to the demands, needs, and traditions of the people; each part of government has a special function; as citizens, we should be loyal to the underlying concepts of our democratic government; every citizen has equal rights; and a study of government divides itself into a knowledge of theories, systems, structures, and processes. Students invite a local legislator to class, view a slide presentation on legislation, invite a county commissioner to discuss how the county works, make a calendar using pictures of county and city buildings, list governors who have served Wyoming, hold a mock trial, and create a government within the classroom. Reproducible materials include a six-page "Suggested Guide for the Study of Your County," puzzles, a map for locating county seats, states, and capitols in Morse Code, instructions for making a replica of the capitol building, a flag, jigsaw puzzle, and a copy of a state bill. An essay discusses politics and government from 1920 to 1940. Resource people and books are listed. Reproducible maps are also included. (KC)

ED 202 748 SO 013 345

Harris, Ilene B.

Effective Communication for Guiding Practitioners: Theoretical and Practical Perspectives.

Minnesota Univ., Minneapolis. Medical School.

Pub Date—Apr 81

Note—82p.; Paper presented at Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication (Thought Transfer), *Curriculum Development, Elementary Secondary Education, Guidelines, *Teaching Guides

This paper discusses how to write effective curriculum documents—teacher's guides, courses of study, program descriptions, how-to-books, or other formal curriculum statements. It is intended to provide guidance for teachers in presenting practical, relevant ideas. Communications for guiding teachers is a fundamentally important task within several contexts including the training of new teachers and the implementation of new ideas and programs. However, no way has been found to record and crystallize teaching for the benefit of beginners. Likewise, there have been many problems in getting teachers to implement new ideas and programs. There are many forms of communication for articulating practices and guiding teachers. One of the most powerful is written communication. Guides to educational practice must communicate conceptions of practice and strategies for implementing the conceptions in light of the known complexities of school and classroom life. The author does emphasize, however, that written communication can only be a starting point for the improvement of practice and should be only one component of programs to improve educational practice. Written guides can help practitioners who are so inclined to begin to generate new practices. Two important issues that affect this communication task are conceptions of educational practice and audience characteristics. Next, the paper analyzes three prevalent forms of curriculum communication—persuasive writing, descriptions of practice, and theory-based prescriptions for practice. Suggestions are offered for the effective use of each of these forms. Written communication can be very effective if the three forms are combined. The paper then discusses topics that

must be included in a guide if it is to be effective. Topics include purpose, principle, content and subject matter, and teaching methods. The paper's conclusion contains suggestions for areas of future research. (Author/RM)

ED 202 749 SO 013 348

Discrimination in Canada: A Survey of Knowledge, Attitudes and Practices Concerned with Discrimination.

Canadian Human Rights Commission, Ottawa (Ontario). Research and Special Studies Branch.

Pub Date—Sep 79

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Discrimination, *Attitude Measures, Civil Rights Legislation, Language Proficiency, *Majority Attitudes, National Surveys, Questionnaires, Racial Discrimination, Religious Discrimination, Sex Discrimination, *Social Discrimination

Identifiers—*Canada

To identify attitudes of the Canadian public toward discrimination, the Canadian Human Rights Commission surveyed a representative sample of 2,000 Canadians. This document describes the survey, presents highlights, and explains how the survey is being used. The specific purpose of the survey was to provide information on public opinion regarding discriminatory practices based on factors having nothing to do with the activity from which a person is excluded. Five categories of questions were presented to respondents—(1) knowledge, judgments, and attitudes relative to human rights agencies and legislation in Canada, (2) personal knowledge and experience of discriminatory practices, (3) changes in patterns of discrimination, (4) special programs or affirmative action for disadvantaged groups, and (5) the extent of tolerant attitudes. Findings from analysis of responses to questions in these categories indicated that 68% of respondents considered the commissions effective in removing discrimination. The most commonly mentioned grounds on which respondents believed people are discriminated against are race/color, female sex, handicap, disadvantageous social situation, official language, religion, age, and ethnic or national origin. Seven percent of respondents experienced discriminatory exclusion in the past 12 months. The conclusions are that findings from surveys can help agencies such as the Canadian Human Rights Commission anticipate public response to certain initiatives in human rights programs and that similar surveys should be repeated regularly in order to study the evolution of the attitudes of Canadians concerning discrimination. (DB)

ED 202 750 SO 013 359

Carroll, Stephen J. and Others

City Data: A Catalog of Data Sources for Small Cities.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—ISBN-0-8330-0243-0; R-2612-HUD

Pub Date—Jul 80

Contract—H-2930

Note—359p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$10.00).

Pub Type—Reference Materials - Directories - Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Databases, *Information Sources, *Municipalities, *Quality of Life, Social Indicators

An annotated listing of 272 sources of data dealing with the quality of life in individual small cities is presented. The quality of life in small cities is difficult to measure because information is scattered, in contrast to the considerable body of centralized information available on large urban centers. To remedy this situation, the U.S. Department of Housing and Urban Development contracted with the Rand Foundation to locate and catalog sources of data on small cities. The cities include all municipalities having at least 2500 residents. Only nonmetropolitan cities—those that lie outside Standard Metropolitan Statistical Areas (SMSAs)—are included. Another criterion required that the data source be geographically comprehensive in its coverage of cities. A data source that excluded New England cities, for example, would be unacceptable. The varied kinds of information

about small cities provided by this data source include population services offered; financial and government data; location and physical attributes; population and economy; commercial and financial services; cultural, intellectual, educational, and recreational services; health services; protective services; housing; transportation; communications; and environment and climate. For each data source the following information is provided: a brief description of content; geographic coverage; frequency of collection; years covered by the data; availability of the data in hardcopy or as a machine readable data file, and an agency contact point where the user can obtain more information. Caveats and comments concerning the data are also provided. (Author/RM)

ED 202 751 SO 013 360

Hill, David A.

Curricular Implications of a National Survey of Global Understanding.

Pub Date—Apr 81

Note—25p.; Paper presented at Annual Meeting of the Association of American Geographers (Los Angeles, CA, April 19-22, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Needs, Educational Research, *Geography Instruction, *Global Approach, Higher Education, Knowledge Level, National Surveys, Student Attitudes, Tables (Data), Undergraduate Students, *World Affairs

This paper discusses a national survey undertaken in 1980 to determine the attitudes and knowledge about world affairs of 3,000 randomly selected undergraduate students. The purpose of the survey was to provide information to aid educational decision makers as they strengthen the international perspective of the undergraduate curriculum. The specific purpose of this document is to inform geographers about the scope and nature of the geography-related content contained in the survey. Because approximately 75% of the survey content was based on information currently taught in college geography courses (i.e., environment, food, health, international monetary and trade relations, population, energy, racial and ethnic issues, human rights, war and armaments, arts and culture, religion, relations among states, and distribution of natural characteristics), the author believed that geography educators would be particularly interested in the survey results. Findings from analysis of responses to the 101 test items on the survey indicated that two-year students scored 40%, freshmen scored 42%, and seniors achieved 50%. For all three groups, four issues were most frequently understood—arts and culture, war and armaments, racial and ethnic issues, and international monetary and trade relations, and one issue—religion—was consistently least understood. The conclusion is that geography educators can help students understand world affairs if they place more emphasis on the teaching of world and regional geography, and, particularly, on the interdependence and connectivity of places within the global system. Tabular and narrative information is presented on responses to specific items according to a variety of variables, including grade level, item difficulty, and number of geography courses taken. (DB)

ED 202 752 SO 013 362

A Self-Appraisal Checklist for Social Studies in Ohio's Elementary Schools [and] Secondary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—33p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Check Lists, Classroom Techniques, *Educational Assessment, Educational Objectives, Educational Philosophy, Educational Practices, Elementary Secondary Education, *Evaluation Criteria, Facilities, Measurement, Program Evaluation, *Social Studies, Staff Role

This document contains a 91-item checklist to aid social studies classroom teachers in elementary and secondary schools as they assess the social studies program in their schools. Although developed particularly for schools in Ohio, the checklist can be

used by educators in other locations as well. The objective is to assist social studies teachers in improving their programs by calling their attention to specific aspects of programs which most often need improvement—i.e., program organization, extent of facilities, activities, and staffing patterns. The document is presented in two sections. Section one offers a checklist appropriate for elementary school programs and section two offers the same checklist, but with a secondary focus. Each checklist is organized into the same seven major categories—philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. All items within these categories represent a criterion against which a school's program can be judged and are presented in the form of a statement. Educators filling out the checklist are directed to read and carefully evaluate each statement to determine the extent to which the statement describes the school's program. Appropriate responses are circled according to whether the evaluator strongly agrees with the statement, agrees, is undecided, disagrees, or strongly disagrees. Instructions for summarizing scores and for identifying needed program improvements on the basis of the checklist conclude the document. (DB)

ED 202 753 SO 013 363

Teacher's Guide: Social Studies, 11-12.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—280p.; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to smearing and bleeding through of ink on original document. For a listing of related documents, see SO 013 364-373.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 11, Grade 12, High Schools, *Inquiry, Learning Activities, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides Part of a sequential K-12 program, this teacher's guide provides objectives and activities for teaching social studies in grades 11 and 12. The document contains five major sections which correspond to the skill or concept being covered: learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, and map abilities. Students conduct interviews, interpret television programs, research and write term papers, and make inferences from data supplied by maps. Inquiry skills involve classifying, drawing inferences, generalizing, distinguishing between fact and opinion, and evaluating sources of information. Students research and compare the political environment in two high schools and in two cities, analyze a political cartoon, make inferences from provided statements, and formulate and test hypotheses for several situations. Concepts stressed are conflict, interdependence, communication, multiple causation, political environment, and revolution. Students analyze newspaper stories, simulate a world conference, compare cultural forms of communication, and discuss influential figures in revolutions. Students work in groups for learning discussion skills, with each member being assigned a specific role. Several dialogues are provided in which students analyze the interaction. Finally, the document presents vignettes for students to analyze in terms of values and moral reasoning. (KC)

ED 202 754 SO 013 364

Teacher's Guide: Social Studies, K-1.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—127p.; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to smearing and bleeding through of ink on original document. For related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 1, *Inquiry, Kindergarten, Learning Activities, Primary Education, *Sequential Approach, *Skill Development, *Social Studies,

Teaching Guides

Part of a K-12 sequential series, this teacher's guide provides objectives and activities for social studies students in kindergarten and first grade. Five major sections cover learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, and map and statistical abilities. Students play singing games, role play, analyze and classify photographs, construct and label a map, and analyze statistics. Inquiry skills include noting similarities and differences, generalizing, classifying, drawing inferences and hypothesizing. Students compare two animals, people from different cultures, and themselves now and when they were babies; make inferences from photographs; and form hypotheses about life in another country. Concepts covered are conflict, interdependence, and communication. Students discuss anger, rules and signs; analyze how parts of their bodies depend on other parts; and play the rumor game. Discussion skills stress group games. Moral dilemmas are centered around common classroom and playground situations. Values clarification is taught through an "All About Me" book, discussions, and interviews with classmates. Sources for many materials are from the Holt Data Bank program. (KC)

ED 202 755 SO 013 365

Teacher's Guide: Social Studies, 2.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—131p; Not available from EDRS in paper copy due to colored paper of original document. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 2, *Inquiry, Learning Activities, Primary Education, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

Part of K-12 sequential series, this teacher's guide provides objectives and activities for social studies students in grade 2. Five major sections concentrate on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, map, and statistical abilities. Students follow oral directions, gather data from listening to recordings, role play a story they have made up, classify and draw inferences from photographs, unscramble a sequence of events, write sentences about the street where they live, and construct maps and interpret map symbols. Inquiry skills include noting similarities and differences, classifying, drawing inferences, generalizing, and hypothesizing. Students compare historical changes in classrooms, classify heights of their classmates, make inferences from photographs, and hypothesize about how fire was discovered. Concepts stressed are conflict, interdependence, and communication. Students simulate a worker/manager conflict, plan a park for children and older adults, and examine the mutual dependence in a water system. Discussion skills involve organizing and contributing to a discussion group. Students work in groups for show and tell and play games that teach about keeping on the topic. Strategies for discussing four moral dilemmas, and steps in decision making are outlined. Many activities rely on the Holt Data Bank program for readings. (KC)

ED 202 756 SO 013 366

Teacher's Guide: Social Studies, 3.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—125p; Not available from EDRS in paper copy due to colored paper of original document; some pages are blurred and may therefore not reproduce clearly from EDRS in microfiche. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 3, *Inquiry, Learning Activities, Primary Education, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

Part of a K-12 sequential series, this teacher's guide presents objectives and activities for social studies students in grade 3. Five major sections concentrate on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students draw conclusions from listening to records, participate in show and tell, classify and make generalizations from photographs, write a short essay, and recognize distortions in graphic presentations. Inquiry skills include noting similarities and differences, classifying, drawing inferences, generalizing, and hypothesizing. Students compare ancient and modern farming methods, make inferences about pollution from a map of Lake Erie, generalize about assembly line production, and discuss supply and demand. Concepts focus on conflict, interdependence and communication. Groups of students discuss conflicts occurring during their planning of a city and discuss how a candy bar illustrates the working of a global system. Communication games are also outlined. Discussion skills are developed through group games, listening to tapes, and examining non-verbal behavior. Finally, four moral dilemmas, strategies for group discussion, and steps in decision making are provided. Many activities require readings from the Holt Data Bank program. (KC)

ED 202 757 SO 013 367

Teacher's Guide: Social Studies, 4.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

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Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 4, *Inquiry, Intermediate Grades, Learning Activities, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

This teacher's guide, part of a K-12 sequential series, provides objectives and activities for students in grade 4. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students role play desert survival, read about different forms of cultural organization, write a short paragraph about Nigerian history, interpret weather maps and maps from outer space, and construct a time line of the presidency. Inquiry skills include noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, and distinguishing between fact and opinion. Students compare an Indian and Ibo village, rank occupations, draw inferences from filmstrips and readings, hypothesize about what people might do to move upward in a city, and determine fact and opinion in a reading about Boston. Concepts focus on conflict, interdependence, and communication. Students discuss a Yanomamo culture; role play interactions among environmentalists, the poor, strip-mine operators, and a lumber company; and discuss how a candy bar illustrates the working of global systems. Activities for discussion skills include interviewing classmates, playing group games, and constructing a paper tower in groups. The section on values and moral reasoning provides strategies for discussing moral dilemmas and for decision making, a values grid, and directions for an "All About Me" book. The source for many activities is the Holt Data Bank program. (KC)

ED 202 758 SO 013 368

Teacher's Guide: Social Studies, 5.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—147p; Not available from EDRS in paper copy due to colored paper of original document. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 5, *Inquiry, Intermediate Grades, Learning Activities, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

ment, *Social Studies, Teaching Guides, United States History

Part of a sequential K-12 program, this teacher's guide provides objectives and activities for students in grade 5. Five major sections correspond to learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, map, and statistical abilities. Students gather data from listening to recordings, list information derived from a photograph, write a paragraph on the portrayal of the West in songs, and create a plan for a western town. Inquiry skills stress noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, and distinguishing between fact and opinion. Students discuss why different ethnic groups came to the New World, draw inferences from reading a short paragraph, hypothesize about problems faced by people in western settlements, and distinguish between fact and opinion in an essay about Boston. Concepts focus on conflict, interdependence, and communication. Students examine conflicts between early settlers and Indians, role play interactions among early settlers, and read an essay on one city's link with the world. Discussion skills are developed by interviewing classmates and playing group games. The section on values and moral reasoning compares moral development with values analysis and values clarification, and provides strategies for discussing moral dilemmas, a list of decision making steps, and sample moral dilemmas. A values grid, instructions for an "All About Me" book, and a magic box game are included. The source for many activities is the Holt Data Bank program. (KC)

ED 202 759 SO 013 369

Teacher's Guide: Social Studies, 6.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—157p; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to smearing, broken ink type, and bleeding through of ink on original document. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 6, *Inquiry, Intermediate Grades, Learning Activities, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 6. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students gather data from filmstrips and recordings, conduct interviews with adults on how the work world has changed, classify photographs, write a paragraph on ancient Egyptians, and determine life styles resulting from various distances from the equator. Inquiry skills involve noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, and distinguishing between fact and opinion. Students compare industrialization in England and Japan, make inferences about people from a description of their room, hypothesize about reasons for poverty in America, and determine fact or opinion in given statements. Concepts stress conflict, interdependence, and communication. Activities include role playing a legislature creating new factory legislation. Directions, a set of role cards, and a scenario for students to read for a spaceship simulation are also provided. For developing discussion skills, students form a bulletin board and party committees and play several group games. The section on values and moral reasoning discusses value analysis, values clarification, and moral development. Strategies for discussing moral dilemmas and directions for an "All About Me" book are included. The source for many activities is the Holt Data Bank program. (KC)

ED 202 760 SO 013 370

Teacher's Guide: Social Studies, 7.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—268p; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to smearing and light print type throughout original document. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 7, *Inquiry, Junior High Schools, Learning Activities, Secondary Education, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 7. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students plan debates, role play an immigrant worker and a successful businessman, outline passages in their textbooks, write a three-page research paper, draw a map of their city, and construct population graphs. Inquiry skills involve noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. This section contains several reproducible readings and questions which stress these skills. Concepts covered are conflict, interdependence, communication, multiple causation, environment, and political revolution. Students read about a conflict between two brothers during the American Revolution, role play about land use in the West, examine interdependent parts of a flashlight, develop a concept of environment, and examine the basic components of a revolution. Students practice discussion skills in groups and study non-verbal behavior. The section on values and moral reasoning discusses value analysis, values clarification, and moral dilemmas. Strategies for discussing moral dilemmas, decision-making steps and five dilemmas are provided. (KC)

ED 202 761 SO 013 371

Teacher's Guide: Social Studies, 8.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—286p; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to difference of ink variations on colored paper. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 8, *Inquiry, Junior High Schools, Learning Activities, Secondary Education, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 8. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students examine emotionally loaded terms and sweeping generalizations in speeches, role play famous figures in the slavery issue, show relationships between word pairs, and write a research paper. Inquiry skills involve noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. Several worksheets provide readings, questions, and activities to develop these skills. Concepts covered are conflict, interdependence, communication, multiple causation, environment, and political revolution. Students analyze the Civil

War, labor conflicts, and slavery, simulate a town meeting, examine systems created by the automobile, and analyze writings about the Navaho. Students practice discussion skills in groups. In one activity, the teacher provides a controversial issue and assigns specific discussion roles. The section on values and moral reasoning discusses value analysis, values clarification, and moral dilemmas, and provides strategies for teaching dilemmas, steps for decision making, and dilemma and values exercises. (KC)

ED 202 762 SO 013 372

Teacher's Guide: Social Studies, 9.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—273p; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to difference of ink variations on colored paper. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 9, *Inquiry, Junior High Schools, Learning Activities, Secondary Education, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 9. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students conduct oral interviews, practice filling out forms, answer essay questions, and, by using latitude and longitude, locate places on a map. Inquiry skills include noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. Students compare two high schools, make inferences from readings on China, analyze generalizations, hypothesize about an artist's view of life from one of his paintings, and make inferences from a reading on Boston. Concepts covered are conflict, interdependence, communication, cause and effect, environment, and political revolution. Students examine the conflict between tradition and change, role play persons affected by a dam project in Egypt, read about the world food situation, and simulate a world conference. Group activities foster discussion skills. Specific roles are assigned and discussions evaluated. The section on values and moral reasoning provides strategies for teaching dilemmas, steps for decision making, and dilemma and values exercises. (KC)

ED 202 763 SO 013 373

Teacher's Guide: Social Studies, 10.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80

Note—272p; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to difference of ink variations on colored paper. For a listing of related documents, see SO 013 363-373.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Concept Teaching, Educational Objectives, *Ethical Instruction, Grade 10, High Schools, *Inquiry, Learning Activities, *Sequential Approach, *Skill Development, *Social Studies, Teaching Guides

This teacher's guide, part of a sequential K-12 series, provides objectives and learning activities for social studies students in grade 10. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students plan debates, show relationships between word pairs, interpret cartoons, write essays, and interpret population graphs. A section on how to write essays for social studies is included. Inquiry skills involve noting similarities and differences, classifying,

drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. Several reproducible readings and activities focus on these skills. Concepts covered are conflict, interdependence, communication, cause and effect, environment, and political revolution. Students examine political systems, analyze environment as both physical and cultural, and investigate attributes, causes, and states of revolution. Students practice discussion skills in groups by solving mysteries and puzzles. The section on values and moral reasoning provides strategies for discussing moral dilemmas, steps in problem solving, and exercises in moral dilemmas and values clarification. (KC)

ED 202 764 SO 013 375

Trujillo, Lawrence Alan
The Spanish Influence on the Mestizo Folk Dance
of Yucatan, Veracruz, and Jalisco, Mexico.

Colorado Univ., Boulder. Dept. of Theatre and Dance.

Pub Date—74

Note—116p; Photographs throughout document may not reproduce clearly from EDRS in paper copy or microfiche.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cultural Influences, *Cultural Interrelationships, Cultural Traits, Culture Contact, *Dance, *Folk Culture, *Latin American Culture, *Spanish Culture

Identifiers—Mexico (Jalisco), Mexico (Veracruz), Mexico (Yucatan)

Folk dances from three regions of Mexico (Yucatan, Veracruz, and Jalisco) are examined. Emphasis is placed on the ways in which these folk dances reflect the history and cultural attitudes of the Mexican people and, particularly, on the influence of Spanish culture and history on Mexican folk dances. For the dances of each of these areas, information is presented on rhythms, steps, costumes, dancers' expressions, intent of the dance, occasions on which the dance is performed, area of Spain which most influenced the dance as it is currently performed in Mexico, the musical score, explanation of myths and traditions connected with the dances, and on the history and general culture of the area in which the dance is performed. In addition, many terms related to the dance, dancers, costumes, etc., are translated from Spanish into the English language. The conclusions are that the dances of Yucatan, Veracruz, and Jalisco are predominantly influenced by folk dances which originated in Spain and that this Spanish influence appears in the costumes as well as in the movements and music of the dances. (DB)

ED 202 765 SO 013 376

U.S. Population Data Teaching Package.
Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Mar 81

Note—26p.

Available from—Population Reference Bureau, Inc., P.O. Box 35012, Washington, DC 20013 (\$2.00 per single copy, 2 or more, \$1.75 each, add \$0.50 postage on orders of \$5.00 or less).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Census Figures, Charts, Demography, Map Skills, *Population Education, Population Growth, Population Trends, Resource Materials, Secondary Education, Statistical Data

This document contains teaching materials on the 1980 census data for use with secondary level students. The primary objective of the materials is to give students a statistical snapshot of their country as it is today after a decade of change. They will also help students develop skills in analyzing maps and charts. The materials consist of the newsletter "Interchange," a United States Population Data Sheet, and a set of four student information sheets. The newsletter contains teacher instructions, a pretest/posttest, and five discussion questions. The newsletter also contains a few articles on population education. The U.S. Population Data Sheet is a chart of statistics for the nation as a whole and each of the four regions, nine divisions, states, and the District of Columbia. Along with recently released population totals as of Census Day, April 1, 1980

are: comparisons with 1970; projections for 1980; latest birth, death, and infant mortality rates; migration and immigration figures; per capita income; racial composition; population density; and percent of elderly. The student information sheets consist of an essay describing the major population trends of the 1970s and a map of the U.S. showing percent of population increase or loss for each state. Questions on the map and a set of exercises to help students analyze the statistics on the Data Sheet are included on the student information sheets. (Author/RM)

ED 202 766 SO 013 377

Avery, Michel And Others

Building United Judgment: A Handbook for Consensus Decision Making.

Center for Conflict Resolution, Madison, Wis.

Pub Date—81

Note—135p.; Some pages may not reproduce clearly from EDRS in microfiche due to some small print type, holographing, and ink that was printed on a dark gray background.

Available from: The Center for Conflict Resolution, 731 State Street, Madison, WI 53703 (\$5.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Organizations, *Decision Making, Decision Making Skills, *Group Dynamics, Methods, Organizations (Groups) Identifiers—*Consensus

This handbook contains techniques that will help community groups or other organizations use consensus decision making. The layout of the handbook is a scrambled montage of "main text" and boxes containing personal statements, examples, artifacts from the writing process, and additional bits of information. Chapter one introduces consensus decision making which can be a powerful tool for building group unity and strength, and for choosing wise, creative courses of action. Consensus is different from other kinds of decision making because it stresses the cooperative development of a decision with group members working together rather than competing against each other. Chapter two presents a step-by-step process for consensus. Chapter three discusses how the consensus process is affected by the pre-existing attitudes of group members. Chapter four examines the two kinds of contribution which are basic to good consensus: the clear presentation of your own ideas and opinions, and your encouragement of others' participation. The next chapter defines and explains blocking. How to structure a meeting is the topic of chapter six. Chapters seven and eight deal with the group facilitator's role and communication skills respectively. Chapters nine and ten discuss how to work with emotions and how to handle conflict within the group. Techniques for group consensus building are discussed in chapter 11. How to adapt the consensus decision-making process for use with large groups is presented in chapter 12. The last chapter discusses what to do about common problems. An annotated bibliography concludes the document. (Author/RM)

ED 202 767 SO 013 378

Bannister, Rosella Monsma, Charles

Classification of Concepts in Consumer Education.

Consumer Education Development Program: A

National Study.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—Dec 80

Contract—300-78-0552

Note—90p.

Available from—Michigan Consumer Education Center, 215 University Library, Eastern Michigan University, Ypsilanti, MI 48197 (\$3.00).

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Concept Teaching, *Consumer Education, Curriculum Development, Definitions, Elementary Secondary Education, *Fundamental Concepts, Objectives

This guide for program planners and curriculum developers identifies and describes the basic concepts in consumer education. Consumer education is defined as the process of gaining the knowledge and skills needed in managing consumer resources and taking actions to influence the factors which

affect consumer decisions. The primary focus of consumer education historically has been to teach individuals to become more skilled and rational buyers. The current and future needs of consumers demand a broader view of the consumer role than has traditionally been presented. Consumer education must help persons cope, ask questions before purchasing, plan their financial future, consider alternatives and consequences when purchasing, conserve resources, and influence change. The consumer education concepts are then outlined by three broad categories—decision making, resource management, and citizen participation. In this classification system, concepts have been identified to the fourth level. Following the classification outline, each of the major concepts is defined and its application to consumer education discussed. Sub concepts and cross references are listed for each. One section of the guide examines how contemporary factors such as inflationary pressures and attitudes toward economic growth affect consumer decisions. The guide concludes with a bibliography of program reports, curriculum guides, textbooks, speeches and articles, and books of general interest related to consumer education concepts. There is also an index to consumer education concepts. (Author/RM)

ED 202 768 SO 013 379

Matthews, Martha

Facing the Future: Education and Equity for Females and Males.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—Dec 80

Contract—300-79-0728

Note—67p.; Photographs throughout document may not reproduce clearly from EDRS in microfiche.

Available from—Council of Chief State School Officers, Resource Center on Sex Equity, 400 North Capitol Street, N.W., Suite 379, Washington, DC 20001 (\$1.25, quantity discounts of \$1.00 per copy on 50 or more copies).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Needs, Educational Opportunities, Educational Quality, Elementary Secondary Education, Employed Women, *Equal Education, Equal Opportunities (Jobs), Females, *Futures (of Society), Higher Education, Males, *Sex Discrimination

This publication examines the changes in the roles of women and men and what these changes mean for the future of schools—for educational quality and opportunity and for educational decision making. Women comprise more than 44% of the paid work force. It is estimated that by the year 2000, if not before, work force participation rates of women and men will be equal. Despite women's increasing participation in the work force, the incomes of employed women remain lower than those of employed men. Women are increasingly heading families. The "typical" American family—father employed outside the home and mother working inside the home caring for two children—now constitutes only seven percent of all families in the nation. Eighty-seven percent of all single parent families are headed by women. Families headed by women are more likely than others to live in poverty. Despite tremendous increases in women's participation in the paid work force, the majority of Americans still work in sex-segregated worlds. The publication then goes on to discuss the role that education plays in maintaining or eliminating these patterns of sex discrimination. For some ethnic groups, females are less likely than males to complete secondary school. Sex-stereotyped roles for females and males are reinforced in elementary and secondary schools by textbooks, by teacher-student interaction, by counseling and counseling materials, and by role models presented to students. There is also discrimination at the postsecondary level. If equity for females and males is to be achieved, there must be a consensus among educators and community members as to its importance. Goals for achieving sex equity must be articulated and models for program implementation must be developed. Financial and human resources for sex equity must be allocated. Educational personnel must be trained. Monitoring and reinforcement systems should be developed and maintained. (Author/RM)

ED 202 769

SO 013 380

Jenkins, Alan Gold, John

The Journal of Geography in Higher Education

(JGHE): An Attempt to Improve Communication in Geographical Higher Education.

Pub Date—22 Apr 81

Note—11p.; Paper presented at Annual Meeting of Association of American Geographers (Los Angeles, CA, April 22, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation, *Geography, Geography Instruction, Higher Education, Human Geography, *Needs Assessment, *Periodicals

Identifiers—Journal of Geography in Higher Education

The paper reviews scope, objectives, and the publication record of the "Journal of Geography in Higher Education" (JGHE) from its beginning in 1977 to 1981. The purpose of the paper was to share concerns of the journals' founders and editors with an audience of American geographers regarding a variety of journal-related matters, including a detailed description of what the journal is and does, the journal's potential significance to American geographers, background of the editorial staff, budgetary limitations, advertising schemes in various parts of the world, future publication prospects, the need for articles with a more practical focus, and the need for more feedback from professional geographers. Information presented about the JGHE characterizes it as being a journal which (1) is the only international journal specifically concerned with the teaching of geography in higher education, (2) was developed largely by staff from Polytechnic Institutes (rather than universities) in the United Kingdom, (3) has so far succeeded in being a reasonably low-cost but high-quality journal, (4) needs authors who are more aware of geographically-related educational literature, and (5) would be very interested in redressing its current bias toward human geography with more articles on physical geography. The document concludes with copies of the contents pages of two recent issues of the JGHE. (DB)

ED 202 770

SO 013 381

Hickey, John J.

Culture Theory and American Cultural Geography.

Pub Date—21 Apr 81

Note—13p.; Paper presented at Annual Meeting of the Association of American Geographers (Los Angeles, CA, April 19-22, 1981).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Culture, *Geography, *Human Geography, Interdisciplinary Approach, Literature Reviews, Methods, Research Methodology, State of the Art Reviews, *Theories

This paper addresses three questions related to cultural geography—(1) do cultural geographers have a serious interest in culture theory? (2) is there some indication in the ways in which cultural geographers have traditionally approached their subject which has given rise to an apparent lack of concern with the implications of culture theory? and (3) are there approaches to traditional geographic concerns which involve the discussion of culture theory as a central issue? Regarding the first question, a review of literature indicated that fewer than a half dozen cultural geography books and articles deal with cultural theory. Further, the impression gained from a review of more general literature on cultural geography is that geographers entering into discussions of culture theory feel that they are entering uncertain territory. The second question is answered by noting the increased emphasis on empirical geographic methodology rather than theoretical concerns and by reviewing traditional approaches used by cultural geographers. Traditional approaches have been based on five themes—culture, culture area, cultural landscape, cultural history, and cultural ecology. These approaches have been broadened somewhat in recent years to include personal preferences and orientations of cultural geographers, but most geographers still maintain that culture (as opposed to the expression of culture) is not of direct interest to the geographer. With regard to the third question (i.e., whether culture theory can play a more central role in cultural geography) the author suggests that cultural geographers should concentrate on determining the understandings which culture theory can contribute to an analogous methodology useful to

the elucidation of geographic concerns rather than on what culture theory can bring to an intact empirical cultural geography. (DB)

ED 202 771 SO 013 382

Wallace, Elaine

Can/Will Geography Departments Survive the Next Decade.

Pub Date—Apr 81

Note—11p.; Paper presented at Annual Meeting of the Association of American Geographers (Los Angeles, CA, April 19-22, 1981).

Pub Type—Opinion Papers (120) — Speeches-/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, *Declining Enrollment, *Educational Assessment, *Educational Needs, Educational Trends, Futures (of Society), *Geography Instruction, Higher Education, Interdisciplinary Approach, Program Development, Tables (Data), Universities

Declining enrollments in college-level geography courses have caused educators to assess current curriculum and research emphases within geography departments and to appraise those courses of action they might take to enhance geography's attractiveness to students. Current problems affecting geography can be placed in two categories—(1) general environmental problems affecting colleges and universities, including decreased funding, decline in the total number of students enrolled and/or seeking enrollment, and rising institutional costs, and (2) problems peculiar to the discipline of geography, including changes in student preferences toward career-oriented curriculum, emphasis in many courses and departments on esoteric rather than practical geographic information, and failure to develop useful professional skills. Based on a review of these problems, it is suggested that although geography departments can do very little to solve the general problems in the first category, they can respond to problems in the second category. For example, departments can develop programs and courses which respond to student needs, can increase cooperation with other academic departments and with the business world, can increase efforts to help students find geography-related employment upon graduation, and can help students develop professional geography skills which might make them more employable. (DB)

ED 202 772 SO 013 383

Thomas, M. Donald

Pluralism Gone Mad. Fastback 160.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-160-0

Pub Date—81

Note—33p.

Available from—Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75 single copy, quantity discounts available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Pluralism, Educational History, *Educational Objectives, Educational Opportunities, *Educational Practices, *Educational Quality, Educational Trends, Elementary Secondary Education, Equal Education, Ethnicity, *Political Influences, Social Change, Social Integration, Teacher Education, Values

This monograph contends that the same ethnic preoccupation that is pervading politics in the United States today is also dangerously affecting our educational system. Specifically, pluralistic demands placed on American schools are moving them away from the historical objectives of unifying, providing a common experience for a diverse population, establishing democratic ideals and devotion to civic duty, and providing basic vocational preparation. Examples of "pluralism gone mad" (defined as any attempt to introduce, on the basis of social equity, programs that divert the educational process from the democratic goals and principles to which it is historically committed) include separation of curriculum, activities, or services on the basis of race, ethnic background, or sex; bilingual education aimed at supporting a jobs program rather than valid educational purposes; accommodation of the idiosyncratic values and personal behavior of every individual; educational reform based on evangelism or spiritualism; attempts to make all learning activities relevant and immediately gratifying; and attempts to meet the curriculum desires of every special interest group and every political persuasion.

Several recommendations are offered to guide reform of the educational system, including establishing parent governance committees at each school, strengthening the quality of teacher preparation, supporting affirmative action programs that lead to the employment of the best qualified persons regardless of race or sex, and improving student achievement. The conclusion is that the agenda of American schools should be to concentrate on quality rather than pluralism. (DB)

ED 202 773 SO 013 384

Garcia, Ricardo L.

Education for Cultural Pluralism: Global Roots

Stew. Fastback 159.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-159-7

Pub Date—81

Note—36p.

Available from—Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75 single copy, quantity discounts available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Cultural Awareness, *Cultural Education, Cultural Enrichment, *Cultural Pluralism, *Educational Needs, *Educational Objectives, Educational Opportunities, Elementary Secondary Education, Ethnic Groups, Global Approach, Higher Education, Multicultural Education

The purpose of this monograph is to explore some of the approaches and programs that have recently emerged in schools and colleges throughout the United States to cope with increasing ethnic and cultural diversity among students. Information is presented on cultural pluralism, the relationship of cultural pluralism to ethnic and cultural consciousness, integrating immigrants into the school system, global education, multicultural education, intergroup education, bilingual education, and educational opportunity for culturally different students. For each of these approaches, information is presented on background, definition, variations in types of programs based on the general approach, scope, benefits and shortcomings, synthesis of literature describing and evaluating the approach, and a brief overview of related legislation. The author suggests, generally, that schools do as much in the area of cultural education as can be done well, and, specifically, that schools implement at least one of the programs described in the monograph as culturally-related. Conclusions from this overview of culturally-related programs and approaches are that cultural educators should solidify their efforts and that students will gain in self-awareness if they participate in an investigation of their ethnic heritage, their current ethnic or cultural group status, and the linkage between their national group and their countries of origin. (DB)

ED 202 774 SO 013 385

Ryan, Kevin

Questions and Answers on Moral Education. Fastback 153.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-153-8

Pub Date—81

Note—39p.

Available from—Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75 single copy, quantity discounts available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Needs, Elementary Secondary Education, *Ethical Instruction, Moral Development, Moral Values, *School Role, Teaching Methods, *Values Education

Identifiers—Kohlberg (Lawrence)

This booklet deals with moral education examining major issues of theory and public policy and suggesting how educators might approach their roles as moral educators in the real world of schools. Written in a question/answer format, the booklet is organized into four major sections. In the first section, the author defines moral education to mean what the school does, directly and indirectly, to affect both the student's ethical behavior and his capacity to think about issues of right and wrong. The second section examines the pros and cons of moral education. Cons include: there is too much diversity in our society to have a program of moral

education in our schools, moral education is difficult to teach without indoctrinating, and morals and values are very complex. The pros include: teachers and parents recognize the need for moral education and that moral education is inevitable. Approaches to moral education are presented in the third section of the booklet. Values education, Kohlberg's cognitive moral development approach, moral reasoning, and an approach which sets out to teach a particular set of values are discussed. In the concluding chapter, the author points out that each approach has certain strengths and should be used to gain certain ends. The author suggests that we draw on all of these alternatives and use a synthesis approach. Four steps for a program of moral education are suggested: consciousness raising and information sharing with teachers and parents, a study program leading to a general plan, the development of a curriculum and implementation plan with a strong experiential dimension for students, and a system of evaluation. (Author/RM)

ED 202 775 SO 013 386

Miller, William C.

The Third Wave and Education's Futures. Fastback 155.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-155-4

Pub Date—81

Note—38p.

Available from—Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75 single copy, quantity discounts available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, Elementary Secondary Education, *Futures (of Society), Higher Education, Relevance (Education), Social Change, Values

This booklet describes Alvin Toffler's future society and culture and examines its potential impact on education. In his book, "The Third Wave," Toffler describes our civilization's progress through two major phases (waves). The First Wave began some 8,000 years ago when man became agricultural. The Industrial Revolution began the Second Wave. The Third Wave is just now starting. The values upon which the Third Wave society is based are: personal fulfillment, feelings of self-worth, and time for leisure; meaningful and stimulating work; individuals who are self-reliant and autonomous; and a reasonable degree of security. Because of education's lack of success in innovation and change, many doubt our educational system can respond, much less lead us into the Third Wave. If education is to be valued by a Third Wave population, education will have to be different. It will have to be less formal, expensive, and wasteful, and more individualized, realistic, humane, fun, and lifelong. The curriculum of the future will (1) focus on preventive mental and physical health; (2) create a responsive environment for learners; (3) be more integrated and will be organized around major topics; (4) emphasize acquisition of critical thinking and problem-solving skills; (5) stress the ability to locate and use resources; and (6) encourage building human relationships. More use will be made of interdisciplinary instructional teams often composed of specialized personnel from business, industry, and the professions. Also, there will be new organizational structures for schools. (Author/RM)

ED 202 776 SO 013 393

Moral Education in Asia: Promotional Strategies and Evaluation Techniques. Reports of a High-Level Seminar and a Regional Workshop (Tokyo, Japan, 1978).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—79

Note—46p.; Prepared through Asian Programme of Educational Innovation for Development (APEID).

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Education, Educational Needs, Educational Practices, Elementary Secondary Education, *Ethical Instruction, Evaluation, Evaluation Methods, Foreign Coun-

tries, Moral Values, Problems, Values Education Identifiers—*Asia

This publication reports on a seminar and a workshop held in Tokyo, Japan, 1978 dealing with moral education in Asia. The seminar and workshop participants exchanged information and experiences, examined problems, and suggested guidelines for the implementation of regional programs in moral education. Participating countries include Afghanistan, Burma, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, and Thailand. Chapter I of the report presents problems and issues discussed. In many of the participating countries, moral instruction is provided as a part of other courses; in others it is offered as a separate course. In all of the countries, the main focus of moral instruction is on the development of character traits that reflect the moral values of each individual country. Only a few countries have provided textbooks for teaching the subject. Countries have, however, provided the teachers with guidelines and sample materials to implement the programs on moral education. Chapter II contains recommended strategies for advancing moral education. Countries are encouraged to include moral education in teacher education programs, to design a coordinated approach to moral education, and to establish national task forces. Chapter three deals with evaluative practices, problems, and remedial measures. Lists of seminar and workshop participants are included in the appendices. (Author/RM)

ED 202 777

SO 013 397

Nelson, Dale C.

Hispanic Political Attitudes: A Comparison of Cubans, Dominicans and Puerto Ricans.

Pub Date—Aug 80

Note—40p; Paper presented at Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1980). Not available from EDRS in paper copy due to poor reproducibility of original documents. Some pages may not reproduce clearly from EDRS in microfiche due to variations in ink density.

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bureaucracy, *Cubans, *Dominicans, Ethnicity, *Hispanic Americans, *Political Attitudes, *Puerto Ricans, Social Science Research

This paper examines the political attitudes of Hispanic groups, particularly the Cubans, Dominicans, and Puerto Ricans in New York City. The data for paper come from a 1973 Ethnic Block Survey of 466 residents of the Washington Heights Inwood section of Manhattan. Interviews were conducted. Three kinds of attitudes which predispose people to take political action were studied: civic attitudes, ethnic consciousness, and bureaucratic attitudes. Findings include the following. Regarding civic attitudes, the Puerto Ricans exhibited the highest levels of psychological involvement in politics. Initial findings appeared to uncover higher levels of both cynicism and community awareness among Puerto Ricans. However, when length of New York City residence was held constant, differences between Puerto Ricans and other Hispanics all but disappeared on these variables. The Puerto Ricans exhibited the highest levels of ethnic political consciousness. The Dominicans expressed higher levels of ethnic political consciousness than Cubans. The examination of bureaucratic political attitudes showed few if any differences in bureaucratic attitudes among Hispanic groups. A further comparison of Hispanics with blacks and whites did little to identify a distinctive Hispanic bureaucratic pattern. On six of the eight bureaucratic attitudes, Hispanics proved to be little differentiated from blacks and white ethnics. The more general purpose of the study was to evaluate the utility of the concept of "hispanic political behavior" as a description of a set of political attitudes. With few exceptions, the term "hispanic political attitudes" was of little conceptual help in describing the attitudes analyzed. The paper also briefly examines some political and historical features of Cuba, the Dominican Republic, and Puerto Rico. (Author/RM)

ED 202 778

Freeland, Kent

Have You Seen Comenius Lately?

Pub Date—Dec 80

Note—14p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arithmetic, Educational History, Elementary Education, Intermediate Grades, Language Arts, Literature Reviews, *Program Length, Reading Instruction, Scheduling, Social Studies, *Time Factors (Learning)

Identifiers—Comenius (Johann Amos)

This paper investigates the proper length of instruction in various curriculum areas. The 17th century educator, Johann Amos Comenius, believed that a teacher should be careful not to present too much for a child to learn. A review of the research shows that there are no clear and ironclad answers. Some studies have shown that large deficits in instruction time do lead to lower academic achievement. For example, an all day kindergarten program leads to higher academic achievement than a one half-day program. Other research indicates that added time produces no significant added achievement. One study involved similar courses in which one group was taught for 55 minutes or longer, and a second group for 45 minutes or less. When they took the Iowa Tests of Educational Development, students showed no significant achievement differences. However, some researchers have had mixed findings on increased instruction time. A study of sixth graders showed that 60-78 minute periods did not lead to higher reading achievement when compared to 40-50 minute periods. In the same study, however, 55-60 minute periods did show higher arithmetic achievement when compared to 35-45 minute periods. Also 40-50 minute periods showed higher language achievement when compared to 25-30 minute periods. Other researchers have reported that added instructional time does lead to increased achievement. For example, a California study called Beginning Teacher Evaluation Study has shown that the more time spent in reading or mathematics instruction, the more students learn of that subject. The paper's conclusions include the following. At the elementary level reading should occupy the largest period of instruction, followed by mathematics, and next language. For the intermediate grades, arithmetic class periods should be closer to 55-60 minutes in length than 35-45, reading classes should be closer to 60-78 minutes than 40-50 minutes, and language classes should be closer to 40-50 minutes than 25-30 minutes. (Author/RM)

ED 202 779

SO 013 400

Torney-Purta, Judith

Human Rights: Descriptions of Classroom Activities.

Pub Date—[81]

Note—42p; To be included as Chapter IV in Graves, N.; Dunlop, O. J.; and Torney-Purta, J. (eds.), "Teaching for International Understanding, Peace and Human Rights." Paris: Unesco, 1982.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Civil Liberties, Class Activities, Elementary Secondary Education, Organizations (Groups)

Twenty-seven classroom activities to help elementary and secondary students learn about human rights are described. The three major objectives of human rights education and teaching are: (1) to foster the attitudes of tolerance, respect, and solidarity inherent in human rights; (2) to provide knowledge about human rights, in both their national and international dimensions, and the institutions established for their implementation; and (3) to develop the student's awareness of the ways and means by which human rights can be translated into social and political reality at both the national and the international levels. Because research has indicated the importance of the years before adolescence in human rights education, activities have been included for this age group as well as for advanced students. The majority of activities are more suitable for classrooms where teachers are used to engaging in open discussions with their students. However, many of the activities can also be adapted by resourceful teachers for use in more structured situations. The activities are grouped under three areas: basic human rights concepts; organizations and procedures which protect human rights; and specific situations and ways in which human rights are violated. The many and varied activities include the following:

SO 013 399

students are asked to study The Universal Declaration of Human Rights (UNESCO, 1948); identify human needs and human rights themes in short stories and novels; and identify themes concerning human rights and oppressions in historical periods. (Author/RM)

ED 202 780

SO 013 401

Botzler, Sally, Ed.

The Cultural Exchange, A Cross-Cultural and

Interdisciplinary Multicultural Education Curriculum for Grades 4-8. A Bibliography of Student and Teacher Materials for Primary Through High School Levels Dealing with Multicultural Concepts.

Humboldt County Office of Education, Eureka, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date—80

Note—101p; For related documents, see SO 013 402-405.

Available from—Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 95501 (The Cultural Exchange Curriculum Program which includes a filmstrip/ cassette is sold for \$60.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Bilingual Education, Blacks, Elementary Education, *Ethnic Studies, Fine Arts, Handicrafts, *Interdisciplinary Approach, Junior High Schools, Literature, Mexican Americans, *Multicultural Education, Portuguese Americans, Resource Materials, Social Sciences

Identifiers—Euro Americans

This bibliography lists over 1300 books for both students and teachers, learning kits, and curriculum materials which focus on multicultural/ethnic studies in grades 4-8. Topics covered include fine arts, language and literature, and social sciences. All materials are located in the Humboldt (California) Educational Resource Center. Entries are listed according to ten subject areas: values and self-concept; multicultural concepts in general; Native American, black American, Asian American, Mexican American, Portuguese American and Euro-American cultures; bilingual/English second language; and recommended films. The amount of information provided for each entry varies from author and title only to author, title, publisher, date, page numbers, and appropriate grade level. Appendices list sources for the evaluation of ethnic materials, a directory of publishers, and a directory of film producers. (KC)

ED 202 781

SO 013 402

Nethery, Mary And Others

The Cultural Exchange, A Cross-Cultural and

Interdisciplinary Multicultural Education Curriculum for Grades 4-8. Probe Cards [and] Probe Booklets.

Humboldt County Office of Education, Eureka, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date—80

Note—255p; For related documents, see SO 013 401-405.

Available from—Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 95501 (The Cultural Exchange Curriculum Program which includes a filmstrip/cassette is sold for \$60.00).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Awareness, Drama, Educational Objectives, Elementary Education, Fine Arts, *Interdisciplinary Approach, Junior High Schools, Language Arts, *Learning Activities, Mathematics, *Multicultural Education, Reading, Social Studies, *Teaching Methods, Values Clarification, Values Education

These student probe cards for grades 4-8 provide a variety of values-oriented activities to help students explore, understand, and appreciate culturally diverse values. Activities are matched to one of seven objectives and are cross-referenced to the subject areas of social science, mathematics, fine arts, drama, physical education, language arts, and read-

ing. The seven objectives are that the student will identify important elements in a given situation dealing with likenesses and differences among people; act upon chosen values in role playing, define and list different values that people may have in a given situation, define respect, identify prejudice, identify his own dislikes as opposed to prejudice, and demonstrate procedures for coping with values conflicts. Specific activities include devising a coat of arms, listing human needs, making a mosaic of pictures of American people, reading books about other cultures, replying to "Dear Terry" letters dealing with cultural problems, comparing African and American values, learning cultural dances, and responding to numerous situations involving values and decision making. A probe booklet provides a diagnostic assessment for students to be used with the probe cards. (KC)

ED 202 782 SO 013 403
Nethery, Mary And Others

The Cultural Exchange, A Cross-Cultural and Interdisciplinary Multicultural Education Curriculum for Grades 4-8. Trace Your Own Roots. Teacher Manual [and] Student Manual.
Humboldt County Office of Education, Eureka, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date—80
Note—50p.; For related documents, see SO 014 401-405.

Available from—Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 95501 (The Cultural Exchange Curriculum Program which includes a filmstrip/cassette is sold for \$60.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Awareness, *Cultural Background, Educational Objectives, Elementary Education, Junior High Schools, *Learning Activities, *Multicultural Education, Social Studies, *Student Projects, *Teaching Methods, Units of Study

Identifiers—*Genealogy

A teacher's manual and student booklet for investigating family genealogy is provided for grades 4-8. The teacher's manual lists student objectives, methods for introducing the unit, a parent letter, student tracking chart, materials needed, vocabulary, group activities, a culminating activity, and a list of additional resources. Students will demonstrate knowledge of their own heritage and the cultural diversity within the classroom, make classroom presentations, and indicate pride and respect for their cultural heritages. Group activities include making murals, a class dictionary, collecting items made in other countries, and organizing a tasting party, talk show, and sing-a-long. The student booklet explains purposes of the genealogical study; provides charts for a family tree, family journey, and family holidays and customs; guides for writing letters to relatives, national archives, and county agencies; and suggestions for investigating cultural art, music, and food. (KC)

ED 202 783 SO 013 404

The Cultural Exchange, A Cross-Cultural and Interdisciplinary Multicultural Education Curriculum for Grades 4-8. North Country Chronicles. Teacher Manual [and] Test Booklet.
Humboldt County Office of Education, Eureka, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date—80
Note—185p.; For related documents, see SO 013 401-405.

Available from—Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 95501 (The Cultural Exchange Curriculum Program which includes a filmstrip/cassette is sold for \$60.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, *Community Characteristics, *Cultural Awareness, Educational Objectives, Elementary Education, Junior High

Schools, *Learning Activities, *Local History, *Multicultural Education, *Teaching Methods

The document presents historical data and activities for students in grades 4-8 to research and explore the ethnocultural history of Humboldt County, California. Objectives are for students to identify unique geographical characteristics of their county and how these characteristics influence ways of living, examine relationships between American Indian and European cultures in the county, analyze the perspective of an American Indian toward European cultures and of a European settler coming to the county, identify an example of prejudice or unfair treatment of a group in the county, identify ethnocultural groups and their specific contributions, identify ways in which they are part of an ethnocultural group, and demonstrate positive attitudes toward membership in their own ethnocultural groups. Numerous reproducible materials include an ethnocultural time line, brief readings on many aspects of county history and development, maps, examples of architecture, directions and information for a walking tour, a chart for comparing occupations of ethnocultural groups, readings about unique individuals in the county, and a family tree chart. A test booklet and a model for creating a similar document for any community is also included. (KC)

ED 202 784 SO 013 405

A Cross-Cultural and Interdisciplinary Multicultural Education Curriculum for Grades 4-8. Cultural Exchange Task Cards [and] Test Booklet.
Humboldt County Office of Education, Eureka, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date—80
Note—103p.; For related documents, see SO 013 401-404.

Available from—Humboldt County Office of Education, 901 Myrtle Avenue, Eureka, CA 95501 (The Cultural Exchange Curriculum Program which includes a filmstrip/cassette is sold for \$60.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, *Cultural Awareness, Educational Objectives, Elementary Education, Fine Arts, Home Economics, *Interdisciplinary Approach, Junior High Schools, Language Arts, *Learning Activities, Literature, Mexican Americans, *Multicultural Education, Music, Social Studies, *Teaching Methods

These activities for grades 4-8 are designed to promote understanding, appreciation, and respect for the diversity of cultures in the United States. Activities focus on four groups: American Indians, blacks, Asian Americans, and Mexican Americans. Using an interdisciplinary approach, the material is appropriate for fine arts, language arts, home economics, literature and oral traditions, and social science. Art students construct sand paintings, jewelry, paper folding art, bamboo flutes, murals, pinatas, and maracas. Music students examine tribal music, jazz, Japanese instruments, and mariachi bands. Home economic students explore ethnic cooking. Literature readings include legends, coyote tales, Yoruba tales, Brer Rabbit, dragon tales, and Mexican Indian legends. Social science classes investigate Indian wars, disease, reservations, and organizations; slavery, segregation, and the civil rights movement; Japanese, Chinese, and Southeast Asian immigration; and illegal aliens, Mexican independence, and the Chicano organization. A test booklet is also provided. (KC)

ED 202 785 SO 013 410

Canadian Studies: A Syllabus.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development; State Univ., of New York, Plattsburgh: Coll. at Plattsburgh. Center for the Study of Canada.

Pub Date—81
Note—53p.; Sponsored by a grant from the Canadian government.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Area Studies, Bilingualism, Concept Formation, *Curriculum Development, Elective Courses, High Schools, Learning Activities, Models, Secondary Education, *Social Studies

Identifiers—*Canada

This guide is intended to help senior high school social studies teachers develop elective courses on Canadian history, culture, and economic life. There are four modules: Regionalism; The French Fact; the Cultural Mosaic; Canadian Identity; and Canada in World Affairs. For each module concepts to be developed and understandings to be reached by students are presented. A sample activity is also provided for each module. For example, in the second module on the French Fact, four concepts are to be developed—biculturalism, bilingualism, self-identity, and sovereignty. Six understandings are outlined. One of the understandings is the fact that "the existence of French Canada has added a unique dimension to Canadian culture and identity." To develop this understanding it is suggested that students do an in-depth study of Canadian literature, magazines, newspapers, and television. Questions which students can pursue to develop this understanding are then listed (e.g., to what extent have French Canadian artists, writers, and performers achieved recognition and/or success in English speaking Canada?). The activity for this module involves students in analyzing quotations concerning bilingualism and biculturalism in Canada. Students must also write letters of advice to those who support sovereignty and to the Prime Minister who is seeking to hold Canada together. Throughout the guide teachers are referred to additional sources of information. (Author/RM)

ED 202 786 SO 013 412

Kube-McDowell, Michael P. The Scientific Creationist Challenge to the Treatment of Evolution in the Public School Curriculum.

Pub Date—June 81
Note—75p.

Pub Type—Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, *Creationism, *Evolution, Science Curriculum, Secondary Education

The purpose of the study was to identify and analyze the scientific elements of the creationist position, and to provide information and recommendations to educators facing the question of adding creationism to the science curriculum. The claim that creationism is of equal scientific status with evolution is examined in the first part of the study. Factors considered included the criteria for a scientific theory and the role of the supernatural in science. The remainder of the study is divided according to the five major areas of disagreement between the models of the creationists and the evolutionists: the origin of the universe; the origin of life; the origin of variability; the origin of man; and earth's geology and chronology. The key creationist claim is that creationism is deserving of equal status with evolution. If they can show that creationism should be elevated to the level of a scientific theory, or that evolution should be demoted to the level of a faith-based model, equal time in the curriculum becomes a fait accompli. However, they failed to do this, and therefore the study recommends that legislatures, school boards, and individual teachers refuse requests to add scientific creationism to the science curriculum as an alternative model to evolution. Any consideration of the doctrine of special creation should be in the context of a comparative study of religions, a history of religion, a history of science, or philosophy. (Author/RM)

ED 202 787 SO 013 414

Price, Thomas J. An Emerging World Consciousness? An Analysis of "Foreign Affairs," 1922-1979.

Pub Date—19 Mar 81
Note—31p.; Paper presented at Annual Meeting of the International Studies Association (Philadelphia, PA, March 19, 1981). Not available from EDRS in paper copy due to poor reproducibility of original document.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Federal Government, *Foreign Policy, *National Organizations, Periodicals,

*Policy Formation, *Political Influences

Identifiers—*Council on Foreign Relations, Foreign Affairs (Journal)

This study summarizes major thrusts of articles appearing in "Foreign Affairs," the journal which is essentially the voice of the Council on Foreign Rela-

tions. The study is based on the premise that the Council holds an elite and influential position in U.S. government policy formation. Articles and supplements from Volume I, Number 1 (September, 1922) to the present were classified according to data on the article and data on the author. Major themes were characterized as political, economic, military, societal, and territorial. The study also classified the area of the world the article focused on in terms of geographical/regional areas and organizations or clusters that stretch across a number of geographical regions. In order to determine whether a change has occurred in the attention given to Europe as opposed to the rest of the world, a World Consciousness Area was established which included South America, Africa, the Middle East, Asia, international organizations, the economic cluster, and the societal cluster. Results indicate that the World Consciousness Area has the highest level of attention. Since the rise in the level of attention began as early as 1950, this study maintains the argument that "Foreign Affairs" begins years in advance to mold elite opinion. In addition, 71% of authors, most of whom are from the United States, come from academic, governmental administrative, or informed commentator occupations. Finally, the hypothesis that the United States is shifting from a political-military to an economic-societal perspective was not supported. (Author/KC)

ED 202 788 SO 013 415

Lauber, Volkmar
Policy-Making Structures and Their Biases Towards Political Economy and Ecology.

Pub Date—18 Mar 81

Note—39p.; Paper presented at Annual Meeting of the International Studies Association (Philadelphia, PA, March 18, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Ecology, *Policy Formation, Political Attitudes, *Political Issues, Public Opinion, *Public Policy, *Social Action

The author suggests that the ecology movement in Western Europe has reached the limits of reactive politics and cannot achieve more unless it adopts a different strategy. Surveys and referenda show that the public has an overwhelmingly good opinion of the ecology movement but that few will vote on it in elections. Thus, the movement has had little effect on public policy, which is still being formed by the same actors (business, government bureaucracies, labor unions, political parties) as well as institutions or policy-making forums. This irony exists for two reasons: the movement has no comprehensive approach to politics and certain forces in society and politics intensify impulses working in the direction of growth rather than check those impulses. These forces include consumers, labor unions, business, government bureaucracies, political parties, and the corporatist pattern. At the same time, candidates for the ecology movement take no positions about a whole range of issues that are important both for the evolution of advanced industrial societies and to its citizens. As long as comprehensive positions are not worked out, the ecology movement cannot appear credible to the large numbers of people who might vote for it. It is imperative that the movement become more truly political. (Author/KC)

ED 202 789 SO 013 416

DuVall, Charles R. Hawfield, Michael C.
Museum Kits: A Joint Venture of Indiana University at South Bend and the Northern Indiana Historical Society Museum. An Illustrated Presentation.

Pub Date—3 Apr 81

Note—17p.; Paper presented at Annual Meeting of the Indiana Council for the Social Studies (42nd, Muncie, IN, April 3, 1981). Frames in Appendix A and small print type in Appendix B may not reproduce clearly from EDRS in microfiche or paper copy.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions, Elementary Secondary Education, Higher Education, Local History, *Methods Courses, *Museums, *School Community Programs, *Social Studies, State History

Identifiers—*Indiana

This publication describes a joint program in

which K-12 social studies methods students enrolled at Indiana University utilize the facilities of the Northern Indiana Historical Society Museum (NIHSM). The museum has developed two kits—the Indian Kit and the Pioneer Kit—which contain items most representative of the pioneer and Indian eras of northern Indiana. As part of their course work, methods students are required to make a minimum of three kit presentations to fourth grade classes in local public schools and to conduct a minimum of one field trip through the museum. The methods students are trained in the use of the kits through a slide presentation. Slides were made of each item in the kits and descriptions of each item were recorded. As part of their training, students are also required to read the "Handbook for Museum Tour Guides" which contains background readings, presents directions for using the kits, and helps the students prepare for conducting a field trip through the museum. To advertise the program, a brochure is designed, printed and mailed through Indiana University to each fourth grade teacher of Indiana history in St. Joseph County. Teachers return the reservation form to the museum's Education Coordinator if they wish to schedule either a kit or a field trip. Appendices, which comprise the bulk of the publication, include a sample of the slide descriptions, the table of contents of the handbook, and letters sent to the teachers. (Author/RM)

ED 202 790 SO 013 421

Hughes, Barry B.
International Futures (IFs): A Global Issues Simulation for Teaching and Research.

Spons Agency—Cleveland Foundation, Ohio; National Science Foundation, Washington, D.C.

Pub Date—Mar 81

Note—21p.; Paper presented at Annual Meeting of the International Studies Association (Philadelphia, PA, March 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Economically Disadvantaged, Energy, Environmental Education, Food, *Futures (of Society), *Global Approach, Higher Education, *International Studies, Natural Resources, Population Growth, Simulation, World Affairs, *World Problems

This paper describes the International Futures (IFs) computer assisted simulation game for use with undergraduates. Written in Standard Fortran IV, the model currently runs on mainframe or mini computers, but has not been adapted for micros. It has been successfully installed on Harris, Burroughs, Telefunken, CDC, Univac, IBM, and Prime machines. It requires about 54K core. The global model of IFs represents the world in ten nations or regional groupings: The United States, Western Europe, the rest of the Western Developed World, Eastern Europe, the Soviet Union, Latin America (except OPEC), Africa (except South Africa and OPEC) plus the Non-OPEC Middle East, OPEC, South and Southeast Asia, and China. The issues of IFs are the rapid acceleration of global population growth, the uncertainty of food sufficiency, the degradation of environmental quality, the shortages or crises of resource (especially energy) availability, and the persistent gap between the global rich and poor. The base year of IFs is 1975. It is normally used through 2000 or 2025, although it can theoretically run indefinitely. The model, which has over 2,000 variables, has four major submodels: population, economics, agriculture, and energy. Each submodel separately represents each region. Interested readers are invited to request user manuals or equation descriptions from the author. (Author/RM)

ED 202 791 SO 013 422

Radich, Carol Ann Yi-Ming, Hsu
A Comparison of Student Perceptions of Value in Norway Between 1967 and 1980.

Pub Date—12 Mar 81

Note—27p.; Paper presented at Annual Meeting of the Eastern Educational Research Association (4th, Philadelphia, PA, March 12, 1981). Not available from EDRS in paper copy due to broken print type throughout original document.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitude Change, Elementary Secondary Education, Family Life, Foreign Countries, *Social Change, Social Science Research,

Social Values, Surveys, Teachers, *Values Identifiers—*Norway

The focus of this study is on assessing and analyzing values shifts occurring among Norwegian teacher education students from 1967 to 1980. The evangelical Lutheran church has been the state church in Norway since the Reformation, so that the school system historically has had the responsibility of giving the pupils a "Christian and moral upbringing." An identical 68 statement inventory of values relating to home and family concerns was administered to Norwegian students in their native language in 1967 and again in 1980 by the same individual. A significant change in attitude occurred on 36 of the 68 inventory items. Responses indicated that as far as child-bearing practice, value of homelife, the amount of time spent at home, and sex and marriage are concerned, the students of 1967 conceived them as more important and valuable to their personal life than students in 1980, regardless of their sex. At the same time, the results showed increasingly conservative views on birth control, care of the aged at home, and modern influences on Norway from the outside. This movement within a thirteen-year-period indicates that the personal views of many prospective teachers run counter to the values explicitly upheld and promulgated in Norwegian schools. The values foundation on which the Norwegian society and school rest appears to be less solid and cohesive today than 13 years ago, presenting a clear challenge to educators on all levels in that country. (Author/RM)

ED 202 792 SO 013 423

Presno, Vincent Presno, Carol

The Value Realms: Activities for Helping Students Develop Values.

Columbia Univ., New York, N.Y. Teachers College.

Report No.—ISBN-0-8077-2584-6

Pub Date—80

Note—134p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (\$8.50).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Intermediate Grades, Learning Activities, Secondary Education, Values Clarification, *Values Education

This handbook for teachers presents strategies for helping students think about and make value judgments in a broad range of value realms. The 80 activity models presented have been used for grade levels ranging from upper elementary to high school. Chapter I, the introduction, discusses a unified approach to values. A definition of values is provided. The various value realms are discussed: psychological, social, economic, ethical, social-ethical, esthetic, poetic and literary, technological, and legal. Part II, which comprises the major portion of the document, contains activities for each value realm. The activities are many and varied. For example, one of the activities involves students in writing an account describing the esthetic experience they had when they saw an object in an imaginative way. In another activity, students read and discuss poetry. To learn about social values, students read descriptions of social situations and are asked to decide who is and who is not being reinforced by social rewards and punishments in each situation. Other activities involve students in role playing, classroom discussion, and reading and reporting on books. Part III contains activities that will help students become aware of multiple value perspectives. (Author/RM)

ED 202 793 SO 013 425

Sackett, Ross

Aspects of Economic Education in the Classroom. Securities Industry Foundation for Economic Education, Washington, D.C.

Pub Date—79

Note—48p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Consumer Education, *Economics Education, Elementary Secondary Education, Surveys

This bibliography cites elementary and secondary print and nonprint materials for use in economics courses. Materials cited were identified through questionnaires sent to 210 publishers and organizations. There were 125 responses. The bibliography consists of two main sections: grades K-6 and 7-12.

It is organized alphabetically by source. Slides, films, multimedia kits, filmstrips, transparencies, textbooks, booklets, and books are cited. The information provided for each entry includes source, title and copyright date, grade level, media type, a very brief description, and cost. (Author/RM)

ED 202 794 SO 013 428
A Self-Appraisal Checklist for Music Education in Ohio's Elementary Schools [and] Secondary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—81

Note—39p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Check Lists, Classroom Techniques, *Educational Assessment, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Evaluation Criteria, Facilities, Measurement, *Music Education, Program Evaluation, Staff Role.

The purpose of these two self-appraisal checklists—one for the elementary grades and one for the secondary grades—is to assist Ohio school personnel in their endeavors to improve their school music programs. Educators in other states can easily use the checklists. Each checklist is organized into seven major categories which represent essential aspects of a music program: philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. Each item in the checklists—120 items in the elementary checklist, 124 items for the secondary one—represents a criterion against which a music program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of a school music program. A rating scale is provided for each statement.

SP

ED 202 795 SP 016 566
Program of Studies. Physical Education, Grades 9-12.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—24p.; For related document, see ED 190 577.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *County School Districts, *Curriculum Design, *Educational Objectives, Government School Relationship, Graduation Requirements, High Schools, *Physical Education

Identifiers—*Montgomery County Public Schools

Md

This section of Montgomery County Public Schools' Program of Studies series provides the curricular framework for high school physical education courses. An introduction describes the formulation, use, state and federal government influences, and graduation requirements of the countywide curriculum. The physical education program is outlined in four sections, covering the rationale behind the course of study and general information on guidelines for implementing the physical activities requirement. The courses are briefly described, including information on level, length of study, credit value, and prerequisites, if any. A list of the county instructional guides in physical education for grades 9-12 includes a detailed course description and audiovisual programs. (FG)

ED 202 796 SP 016 720
Kaufhold, Jack.

"Back to Basics Mania"—Is It Hurting Our Schools?

Note—10p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Grouping, Academic Achievement, *Class Organization, *Curriculum Design, Educational Change, Elementary Education, *Flexible Progression, Independent Study, Individual Differences, *Individualized Instruction, Mastery Learning, *Nongraded Instructional Grouping, *Open Education, Student Needs

An examination of any school curriculum would reveal the existence of "basic" subjects such as reading, writing, and computation. Therefore a "return to basics" is not needed but rather a change in methodology in teaching these subjects. The following methodological changes are suggested: (1) Test each child to ascertain the level of achievement in each subject and then start them in each subject area and take them as far as they can go during the school year, picking up exactly where they left off in June at the start of school in the fall; (2) Provide individualized instruction for each child by paying attention to individual needs, interests, and abilities; (3) Group children in a nongraded arrangement, by ability rather than age; and (4) Maximize the open class concept. (JD)

ED 202 797 SP 017 151
Greve, J.

Consumer Participation and Responsibility in the Planning and Delivery of Health Care.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ICP/PHC-003

Pub Date—80

Note—33p.

Available from—World Health Organization, Regional Office in Europe, 8 Scherfigsvej, DK-2100 Copenhagen, Denmark (No price given).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Development, *Citizen Participation, *Consumer Education, Delivery Systems, *Global Approach, *Health Education, *Health Needs, *Health Services, Physical Health, Program Development, Social Responsibility

The main functions of comprehensive health care are promotion, prevention, therapy, and rehabilitation, with an overall goal of health education in its many forms. The consumer has roles and responsibilities in health care which mesh with life as a participating member of society. Consumer participation in the planning and delivery of health services can have economic advantages if people are encouraged to take on greater responsibility for their own health and well-being. Thus, self-care practices at the level of primary care are a social and economic resource. In establishing health care priorities and goals, each country must ascertain needs and assess the composition and volume of demands for health care. Nineteen of the member states of the World Health Organization European Region responded to a questionnaire on their arrangements and policies for consumer involvement in planning medical care delivery. Highlights of the replies are appended. (FG)

ED 202 798 SP 017 368

Dawson, Martha E. And Others.

Educational Equity: The Integration of Equity into Preservice Teacher Education Programs.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—71p.

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Equal Education, Ethnic Groups, *Foundations of Education, Higher Education, Individual Differences, *Multicultural Education, *Nondiscriminatory Education, *Preservice Teacher Education, Program Development, Teaching Methods, Womens Education

This volume of papers, written by professors of education, an administrator, and a clinical psychologist, illustrate how the concept of equity can be woven into the professional components of teacher education. In "A Matter of Linkage: Multicultural Education and Educational Equity," Martha E. Dawson maintains that multicultural education is an educational conglomerate with links to a number of equity issues. Patricia Bidol, in "A Preservice Model for Multicultural Education" and "Preservice Student Teaching Model for Multicultural Education," describes six phases for developing and testing a preservice model for multicultural education. Eugene F. Provenzo, Jr., lists brief statements and suggested lecture topics in educational equity for introductory education courses in his arti-

cle, "Educational Equity and the Social Foundations of Education." "Cultural Diversity, Psychology, and Learning," by Roger L. Collins, acquaints the reader with some of the concepts of educational equity that relate to the study of educational psychology. Consuelo Nieto's article, "Multiculturalism and the Methodology of Teaching," outlines the general processes and content that can be adapted to any teacher preparation program that is incorporating multicultural and equity concepts into its curriculum. Brief bibliographies for further reading are appended to each paper. A section defining terminology related to multicultural education is included. (CJ)

ED 202 799 SP 017 433

Estus, Lorian And Others.

Group Supervision. Teaching Young Children With Special Needs.

Wheelock Coll., Boston, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—May 80

Grant—G007801528

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Group Dynamics, Higher Education, Individual Development, *Informal Leadership, Mainstreaming, Peer Relationship, Preservice Teacher Education, Problem Solving, Student Characteristics, Student Needs, Supervisory Methods, *Teacher Interns, Teacher Orientation, *Teacher Supervision, *Teaching Experience

A group supervision component is an integral part of the Wheelock College Graduate Program for teacher interns who work with special needs children. The group meetings evolved in response to four observed developments: (1) Common issues characterized the role of the intern regardless of school placement; (2) Interns had common learning needs; (3) Common developmental trends characterized the changing needs of the interns; and (4) Interns recognized a growing need to meet with their peers. In the course of the monthly meetings, supervisors observed the changing roles of group participants. The growing leadership abilities of group members changed the role of the supervisors from that of leader to facilitator, and finally to model group member, allowing interns to serve as discussion planners and leaders. It was found that, by participating as a member and leader within the group, the interns could prepare for their roles as educational liaisons between schools and families of special children, particularly in terms of learning to lead parent groups. Interns found group support, sharing, and exchanging of ideas and strategies essential to their professional growth. (JD)

ED 202 800 SP 017 434

Estus, Lorian And Others.

Videotaping as a Supervision Tool. Teaching Young Children With Special Needs.

Wheelock Coll., Boston, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jul 80

Grant—G007801528

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Exceptional Persons, Individualized Instruction, Interaction Process Analysis, Mainstreaming, Preschool Education, Preservice Teacher Education, *Self Evaluation (Individuals), Special Education, Teacher Attitudes, *Teacher Behavior, *Teacher Interns, *Teaching Experience, *Videotape Recordings

The videotape recording of interactions between teaching interns and young children with special needs provides a significant resource for the interns in assessing their own style of teaching, evaluating personal strengths, and setting their goals. A discussion is presented of the rationale for using videotaping as a tool for self evaluation, and a description is given of the logistics of planning and conducting a taping session. Examples illustrate specific cases in which videotapes were used differently depending on the stage of the individual intern's development and a variety of situations and factors which made each session a highly personal experience. Some patterns emerged in which interns were able to recognize and overcome personal flaws that inhibit effective teaching behavior. Observing their own interactions with students enabled some to change

their perceptions of individual children and, in some cases, to identify personal strengths they did not fully realize they had. (JD)

ED 202 801 SP 017 517

Sedlak, Michael W. Walch, Timothy
American Educational History. A Guide to Information Sources. Volume 10 in the American Government and History Information Guide Series.

Gale Research Co., Detroit, Mich.

Report No.—ISBN-0-8103-1478-9

Pub Date—81

Note—265p.

Available from—Gale Research Co., Book Tower, Detroit, MI 48226 (\$32.00).

Pub Type—Books (010)—Reference Materials—Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, College Environment, Demography, *Educational Development, *Educational History, Educational Philosophy, Educational Research, *Educational Trends, Education Work Relationship, Equal Education, Ethnic Groups, Family Influence, *Public Education, Teacher Education, Urban Education

Identifiers—*United States

The entries listed in this annotated bibliography were compiled to meet the needs of undergraduates and interested educators rather than those of the professional historian. Preference was given to items that had enduring value, had not appeared in other bibliographies, or that had been part of the periodical literature not ordinarily found in the library card catalog. Materials published since 1965 were emphasized. The nine chapters focus on different facets of American educational history, and each is preceded by an introduction that places the citations in a historical context. The chapters cover: (1) American educational development, 1632-1975; (2) educational philosophy and the teaching profession; (3) higher education; (4) Catholics, immigrants, and women; (5) race and education; (6) families and delinquents; (7) cities; (8) schooling and the workplace; and (9) guides to further research. (FG)

ED 202 802 SP 017 682

Buchmann, Margaret

The Flight Away From Content in Teacher Education and Teaching.

Spons Agency—Michigan State Univ., East Lansing. Inst. for Research on Teaching; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0012

Note—19p.

Pub Type—Reports—Evaluative (142)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Educational Trends, *Education Courses, Higher Education, *Intellectual Disciplines, Preservice Teacher Education, *Relevance (Education), *Teacher Education Curriculum, *Teacher Effectiveness, *Teaching Skills

No amount of reflection, observation of students, general information, and personal experience can make up for a teacher's lack of knowledge in subject areas. It is pointless for teachers to acquire delivery skills unless they have something to deliver. Several educators have become concerned about what is called "the flight to the sidelines", a trend by educators not to recognize that subject area expertise is implicit in effective teaching, but rather to emphasize the teaching methods without content knowledge. Although teachers now perform many nonteaching roles in school, they must still be able to exercise both social and epistemic control, and they must be good instructors and classroom managers. Subject area expertise provides a basis for all other teaching and classroom management skills. (FG)

ED 202 803 SP 017 713

Hughes, P. W. And Others

Curriculum Evaluation in the 1980's: A Review of Current School Level Evaluation Initiatives. Discussion Paper No. 2. Teachers As Evaluators Project.

Spons Agency—Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0-642-96228-6

Pub Date—Oct 80

Note—20p.; For related documents, see SP 017 714-715. Prepared through the Teachers as

Evaluators Project. Funded in part by the Educational Research and Development Committee.

Pub Type—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, *Educational Policy, Elementary Secondary Education, Evaluation Methods, Foreign Countries, Information Needs, School District Autonomy, School Policy, *Skill Development, *Teacher Participation

Identifiers—*Australia

There is an increasing awareness of the need for school-level curriculum evaluation in Australia, due to improved teaching and learning factors and to the wider role and responsibilities of schools in educational policy making. Although the school-level evaluation policies of the eight Australian states have similar goals, there are marked differences in the implementation of these policies. If teacher-initiated school-level curriculum evaluation is to succeed, the internal nature of the exercise must be emphasized to overcome teachers' perceptions of evaluation as threatening or time consuming. Teachers need resources to support them in planning evaluation workshops and are interested in the methods and results of evaluation activities carried out by others. They may need an information network, advisers, and a structured outline of the steps involved in starting curriculum evaluations. Future developments will depend on the ability of teachers to realize their potential as curriculum evaluators. (FG)

ED 202 804 SP 017 791

Alberty, Beth And Others

An Exploration of Relationships Between Use and Setting in a Teachers' Center.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Pub Date—Feb 81

Note—147p.

Pub Type—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Feedback, Inservice Teacher Education, *Institutional Characteristics, Instructional Materials, *Participant Satisfaction, Peer Relationship, Postsecondary Education, Professional Development, Teacher Attitudes, *Teacher Centers, *Teacher Response, Teacher Workshops, Urban Areas, Use Studies

The purpose of this study was to determine and illuminate the relationship between setting and use at the Workshop Center for Open Education (City College of New York) as observed by participants, staff, and investigators. Data were collected during the academic year 1979-1980 by questionnaire, interview, and observation. The use of the Center since its inception in 1972 continued to evolve in reciprocity with its setting. In a typical day, staff at the Center gave tours, provided resource information, conducted classes and workshops, showed films, and arranged for new activities, in addition to answering correspondence and telephone queries. The Center was used by a variety of groups for overlapping reasons: teachers, students, City College faculty, Center staff, and by parents, principals, and administrators. Since the range of facilities at the Center defied singular use, a complex pattern of actions and reactions was found among users. The dense setting made browsing, observation, and interaction the prime uses of the Center. Participants experienced themselves as whole, active people engaged within a setting they perceived as authentic, and interpenetrating of people, action, and reflections. Appendices include study methods and procedures, the questionnaire and responses, and summaries of funding sources, use statistics, and staffing. (FG)

ED 202 805 SP 017 800

Lehr, Milt

Changes in Teacher Education: The Holy Grail of Quality.

Pub Date—[81]

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Competency Based Teacher Education, Higher Education, Minimum Competencies, *Needs Assessment, Preservice Teacher Education, *Public School Teachers, State Standards, *Teacher Attitudes, *Teaching Skills

Identifiers—Oklahoma

House Bill 1706, passed by the Oklahoma state legislature in 1980, reflected a concern by the public for improved quality in teacher preparation, and mandated curriculum examinations in subject areas, higher admission requirements, and one year of apprentice teaching, among other significant features. Spurred by the passage of this bill and by interest in a competency based approach to teacher preparation, the Teacher Education Committee at Northwestern Oklahoma State University approved the development of a competency based teacher education program. A subcommittee identified and wrote professional education competencies which students should master prior to program completion. These recommended competencies were presented to the Committee with a recommendation that public school teachers and administrators be invited to participate in a needs assessment to establish competency priorities. A total of 391 educators from 63 schools returned usable responses to the survey. It was revealed that considerable differences exist in several areas between what public school educators and university staff (and accrediting bodies) believe concerning the relative importance of competency areas. It is believed that the use of a needs assessment approach involving both university staff and public school personnel responses is a sounder approach than the use of one group's opinions alone. It is also realized that no research evidence exists which shows that one group's opinions are more valid than those of the other. (MJB)

ED 202 806 SP 017 805

Howard, Eugene R.

Using Contracts and Prescriptions for Individualizing Instruction.

Pub Date—Oct 77

Note—53p.; Paper presented at the International Conference on Structures for Flexibility in the Management of Learning Systems (Washington, DC, October 9-13, 1977).

Available from—Eugene R. Howard, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203 (\$2.50).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Diagnostic Teaching, Elementary Secondary Education, *Independent Study, *Individualized Instruction, *Instructional Innovation, Lesson Plans, Nontraditional Education, *Performance Contracts, Student Evaluation, *Student Responsibility

Contracts and prescriptions can provide an effective individualized method for teaching students how to learn. A contract may be formulated by any interested party and is an agreement to achieve stated goals by a described method. Prescriptions are teacher-initiated as a result of a specific diagnosis of a student's needs. In an individualized program, prescriptions can be used to insure pupil mastery of essential basic skills, while contracts can enable pupils to progress beyond minimal essentials by encouraging responsible, independent study. Individualized programs developed at a high school and an elementary school illustrate the use of each method. Faculty at the schools reported that students were better able to plan and evaluate the use of materials, and that the learners of lower ability and motivation participated successfully without hindering the progress of the more able learners. Suggestions for using prescriptions and contracts to individualize instruction include: (1) Keep lesson plans and contracts short and simple; (2) Acquire and use a wide variety of instructional materials; (3) Provide receptive teachers with inservice training; and (4) Build incentives into the plan and evaluate students so that they can learn how to evaluate their own work. (FG)

ED 202 807 SP 017 845

Bokstedt, Jinx Ed. Eisenmann-Donahue, Pat. Ed. Tried & Tested. Ideas from Teacher Centers in the Southeast.

Tennessee State Dept. of Education, Nashville.

Pub Date—Mar 81

Note—46p.

Pub Type—Reference Materials—Directories/Catalogs (132)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, College Faculty, *Educational Innovation, Elementary Secondary Education, *Helping Relationship, *Inservice Teacher Education, Instructional Materials, Peer Influence, Research Utilization, *Teacher Cen-

ters, *Teacher Developed Materials Identifiers—United States (Southeast)

Throughout the southeastern United States, teacher centers share much in common. The conceptual framework of teachers helping teachers inspires the development of resources and services which are similar whether the center serves a large district or only a few schools. Although the teacher centers share similar philosophies, concerns, successes, and impact, this collection highlights the diversities of 20 centers in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The notes given here report a single exemplary practice from each center, useful for others to try and test. Practices described include: (1) utilization of research; (2) visiting clinical professors; (3) help for new teachers; (4) incentives for the development of innovations or improvement in practice; (5) use of media in the classroom; (6) development of handbooks and guides for teachers; (7) involvement of parents; and (8) a study trip to Europe. (CJ)

ED 202 808 SP 017 847
Lyon, Lesley

A National Directory of Physical Fitness Programs for Older Adults.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); North Country Community Coll., Saranac Lake, N.Y.
Pub Date—81
Note—157p.
Available from—North Country Community College Press, 20 Winona Ave., Saranac Lake, NY 12983 (\$4.00).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Adult Programs, Exercise, Health Education, *Older Adults, *Physical Activities, Physical Disabilities, *Physical Fitness, Physical Therapy, Psychomotor Skills, *Rehabilitation Programs
This directory is designed to help its users locate colleges and universities in the United States that offer physical fitness programs for older adults. The directory's annotations include: program area, scope of activities comprising the program, target population, duration of program, and special comments. The focus of the listed programs is on physical fitness activity, rehabilitation, and health/fitness education. Target populations include the healthy elderly as well as those who are blind, deaf, mentally disabled, arthritic, or have limited movement capacity. (JD)

ED 202 809 SP 017 864
Danley, W. Elzie

The Role of SCDE's in Serving Non-School Educators.

Pub Date—Feb 81
Note—23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, Educational Planning, Educational Trends, Education Courses, Higher Education, *Human Services, *Nonschool Educational Programs, *Program Development, Role Perception, *School Role, *Schools of Education

Identifiers—Tennessee
Schools, colleges, and departments of education (SCDE's) can respond to changes in enrollment patterns by reassessing their goals, and by focusing on the needs of educators to function in new and diverse situations. Many SCDE's provide courses or services that are helpful to nonschool educators, who have been described as educational services personnel or human services personnel. Twenty-two institutional representatives of the Tennessee Association of Colleges for Teacher Education (TACTE) were surveyed to determine their perceptions of: (1) roles they should play in preparing nonschool educators; (2) current institutional response to nonschool educators; and (3) problems of limited resources in implementing such programs. The availability of twenty core competencies was identified within present curricula. It was found that, although most of the institutions were making efforts to meet the needs of nonschool educators, few had a degree program. It was suggested that the TACTE

support the SCDE's in meeting the needs of nonschool educators by providing a forum to share ideas and models, and to provide technical assistance to member institutions. (FG)

ED 202 810 SP 017 878
Craig, Sam B., Jr.

College and University Partnerships with School Districts.

Pub Date—[80]

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, *Educational Cooperation, Educational Improvement, Faculty Development, Field Experience Programs, Government Role, Helping Relationship, Higher Education, Program Evaluation, *School Community Relationship, *School Districts, State Aid, *State School District Relationship

Identifiers—Pennsylvania

Basic principles for the establishment of successful higher education/school district partnerships are given based upon experiences in Pennsylvania. In examining the need for school districts to obtain technical assistance for development and improvement, two themes are isolated: improvement in learning, and improvement in professional preparation and certification. Successful partnerships are seen to have four principles as their basis: (1) institutional relationships of mutual benefit with specified roles and expectations; (2) individual "service coordinators" in the institutions of higher education to handle school district requests for assistance; (3) service evaluation by both partners; and (4) opportunities for college and university professors to gain current professional experiences in the basic schools. A brief description of state funding and services provided to date in Pennsylvania are given. (MJB)

ED 202 811 SP 017 903
Mullen, Robert And Others

Working Papers on Contract Education.

Pub Date—80

Note—42p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142) — Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Creative Teaching, Degree Requirements, Higher Education, *Independent Study, *Instructional Innovation, *Nontraditional Education, *Performance Contracts, *Self Actualization, Social Change, *Student Role, Student Teacher Relationship

Included in this package are: a copy of a learning contract between two students; an abstract fulfilling part of the contract objectives; and six papers on the topic of contract education. The goal of the learning contract was to edit and prepare for publication "Working Papers on Contract Education". The credential awarded for satisfactory completion of the contract objectives was to include the student as co-author of the six papers. The concept of contract education is viewed as a process of developing a strategy of social mobility to achieve a higher level of status. Once the strategy is developed, it is used repeatedly throughout the lifetime to achieve higher status. In the process of providing a valued service to the consumer, the student transcends the role or status of student and achieves the status of service provider. Thus, the student rises in status from dependent consumer relationship (passive or reactive learning) to market independent relationship (proactive and initiative learning). Credentials rather than monetary awards are awarded because credentials strengthen self esteem and self actualization. By changing the process of education to a proactive type of institution, social change may take place. (Author/FG)

ED 202 812 SP 017 909
Basualdo, Suzanne M. Basualdo, Eugenio A.

Models to Prevent and Deal with Disruptive Behavior(s) in the Classroom: A Review of the Literature.

Pub Date—[80]

Note—76p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavior Problems, Classroom Environment, *Classroom Techniques, *Discipline, Elementary Secondary Education, Student Teacher Relationship, Teacher Behavior, Teacher Education, Teacher Effectiveness, *Teaching Skills

This paper reports on approaches shown to be successful in preventing and dealing with disruptive behavior in the classroom. The studies on preventing classroom disruptions state that the best prevention is effective instruction, achieved through lending increased importance to teacher preparation programs that emphasize teaching content, curriculum development, and evaluation of instruction. The models concerned with managing classroom disciplinary problems are more numerous, and can be grouped into five categories: (1) teacher-centered; (2) analytic; (3) behavioristic; (4) student-centered; and (5) student-teacher interaction. Each method is described, and its variations are delineated. It is suggested that teachers and prospective teachers must conduct a self-analysis to determine the approach best suited to their personality. A teacher preparation program that provides future teachers with a variety of techniques for dealing with classroom behavior problems has the greatest potential for producing teachers who can successfully manage the classroom environment and help those students with behavior problems. (FG)

ED 202 813 SP 017 929
Bernstein, Marlene A.

Teachers' Lesson Plans: The Myth and the Reality.

Pub Date—81

Note—12p.

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Behavioral Objectives, Classroom Environment, Classroom Techniques, Elementary Secondary Education, *Lesson Plans, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Effectiveness, Teacher Improvement

Although lesson planning is stressed in teacher training programs as a skill essential to effective teaching, the literature shows low correlation between teacher planning procedures and subsequent classroom efficiency. There exist major discrepancies among definitions of how to devise a comprehensive lesson plan, assumptions on what classroom results a lesson plan should produce, and assumptions on the importance of planning. Although most teachers appear to agree that objectives are important in the planning process, there is disagreement in the definition and the writing of these objectives. Because of spontaneous classroom events, teachers appear to prefer more loosely structured lesson plans, as opposed to what they were taught in methods courses. A lesson plan should be viewed as an aid or an option rather than as a necessity that must be strictly adhered to. (JD)

ED 202 814 SP 017 937
Reed, Daisy Frye Hill, Ada Dancy

Clinical Experiences to Prepare Preservice Teachers for Mainstreaming.

Pub Date—Feb 81

Note—25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education Majors, Exceptional Persons, *Field Experience Programs, Higher Education, Individualized Education Programs, *Mainstreaming, *Preservice Teacher Education, *Student Teaching, Teacher Attitudes, *Teaching Experience, *Teaching Skills

The most suitable vehicle for preparing preservice teachers for work with exceptional children is clinical experience, which include practica, field experiences, internships, and student teaching. Besides giving preservice teachers practical work experience, a well-planned and action-oriented clinical experience develops and modifies attitudes, sensitivities, and skills. Areas for specific emphasis for preservice should include an understanding of the levels of educational services and of how to recognize and manage social and behavior problems in the classroom. One four-phase model for clinical experiences has the following sequence: (1) Preservice teachers visit and observe a variety of classroom settings; (2) They are assigned to a school where they observe and participate in various activities and classes; (3) They have a limited teaching experience in an assigned classroom; and (4) Having gained appropriate knowledge, skills, and attitudes, full-time student teaching in a mainstreamed class is expected. (FG)

ED 202 815 SP 017 942

Yerg, Beverly J.

Teaching-Learning Process Factors Related to Pupil Achievement on a Psychomotor Task.

Pub Date—Jun 80

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement - Gains, Elementary Education, *Feedback, Learning Readiness, Physical Education, Preservice Teacher Education, *Psychomotor Skills, *Skill Development, *Student Motivation, Student Teacher Relationship, *Teacher Effectiveness, Teacher Guidance, *Teaching Skills

This study was designed to identify teaching-learning process behaviors that affect pupil achievement on a psychomotor task. Forty preservice physical education teachers each taught a twenty-minute cartwheel lesson to three elementary school pupils. Students' cartwheels were filmed before and after the instructional sessions, and analyzed for body control. The videotaped instructional sessions were analyzed using a teacher behavior observation system. Factor analysis of the raw data led to the formation of four teacher behavior factors. Group instruction of specific information and feedback to a single student on the entire motion were positively related to pupil achievement, while simultaneous practice with the teacher talking and detailed verbal feedback were negatively related to pupil achievement. Eighty percent of variation was explained by learners' readiness for instruction. It was concluded that the appropriateness of teacher behaviors depended not only on the expected learning outcomes, but also on the readiness of the learners to benefit from specific teacher-learner interactions. (Author/FG)

ED 202 816 SP 017 943

DiBrito, Roger, Ed. And Others

Montana Bicyclist Training Program.

Montana State Dept. of Public Instruction, Helena. Spons Agency—Montana State Dept. of Community Affairs, Helena. Highway Traffic Safety Div.

Pub Date—80

Note—96p.; Photographs and colored pages may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accident Prevention, Athletic Equipment, *Bicycling, Elementary Education, Outdoor Activities, *Psychomotor Skills, *Safety Education, *Traffic Safety

This guide is designed to train elementary students in the riding skills, hazard identification, and traffic analysis necessary for safe bicycling under nearly all urban traffic and roadway conditions. The training manual is divided into four sections. The Instructor's Manual presents brief introductions, background information, and detailed explanations of activities for each of the fifteen lessons on: bicycle sizing and equipment check; traffic mix; hazard identification; stopping; reaction time; rock dodging; emergency turns; scanning to the rear; traffic flow; driveways; residential intersections; high traffic intersections; route selection; controlled environment scanning; and tour of the neighborhood. The Curriculum Guide consists of brief summaries of the objectives, activities, and equipment for each lesson. The third section consists of scripts of audiovisual presentations to accompany several lessons. Appendices in the fourth section include a sample student journal for the lessons, an inspection list, a model bicycle ordinance code, and ordering information for books and films. (CJ)

ED 202 817 SP 017 956

Yarger, Gwen P. Ferris, Beth S.

Description and Long-Term Effectiveness of an Individualized Teacher Education Program.

Pub Date—81

Note—32p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Independent Study, Individual Needs, *Inservice Teacher Education, *Participant Satisfaction, Postsecondary Education, *Program Effectiveness, *Summer Programs, Summer Schools, *Teacher Education Programs, Teaching Skills

Summer School in Action was created in 1979 by members of the Syracuse (New York) Area Teacher Center Policy Board to meet the expressed needs of

local teachers. The participants for the first year (1979) were 21 elementary and secondary school teachers with a median of 8.6 years of teaching experience. The second year (1980) participants numbered 49, consisting of elementary, secondary, and special education teachers. Summer School in Action met for five weeks, for five days a week. The dual format program provided teachers with opportunities for self help through individual contracts and, at the same time, gave additional learning experience to school age children, many with learning problems. The teacher training was divided into six components: large group activities, home group activities, round table discussions, workshops, independent study, and classroom observation and practice. Through questionnaires, the program was found to be effective in improving content knowledge in 1979, and in increasing instructional skills in 1980, reflecting a shift in needs by the participants. The long-term attitudes of participants were determined to be favorable because of the use of skills or materials acquired in the program ten months later. (FG)

ED 202 818 SP 017 965

Bergsma, Harold M. Chu, Lily

What Motivates Introductory and Senior Education Students to Become Teachers.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Altruism, *Career Choice, *Education Majors, Higher Education, Role Models, Student Attitudes, *Student Motivation, Teacher Influence, Teacher Supply and Demand, *Teaching (Occupation), Trend Analysis

This study compares what motivates beginning and senior education students to want to become teachers in the present time when teaching positions are limited. Using a questionnaire adapted from an earlier study conducted in 1976, students in an introductory education class and senior students in the midst of their student teaching phase were surveyed. It was found that the trend of the lack of teaching positions is matched by a trend of students selecting teaching based on intrinsic and altruistic motives. Compared to students in 1976, the students of the beginning 1980s were found to be even more interested in the intrinsic rewards of teaching, more likely to model their teachers, and less likely to be affected by relatives in their career choice. Beginning students tended to be motivated by liking for children, while graduating seniors tended to be motivated by criticism of schools and a desire to change and influence schools through teaching. Some implications for teacher education drawn from the results of this study are discussed. (JD)

ED 202 819 SP 018 031

van Duyn, H. John And Others

Regular and Special Educators Inservice: A Model of Cooperative Effort.

Bowling Green State Univ., Ohio. Coll. of Education.

Pub Date—Feb 81

Note—82p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College School Cooperation, *Delivery Systems, Disabilities, *Education Service Centers, *Inservice Teacher Education, Mainstreaming, Postsecondary Education, Program Development, Regional Programs, *School Districts, *Teacher Centers

The Regular Education Inservice Program (REIT) at Bowling Green State University (Ohio) assists instructional resource centers (IRC's) and local educational agencies (LEA's) in developing and implementing inservice non-degree programs which respond to the mandates of Public Law 94-142. The target population is regular education personnel working with handicapped personnel in urban, suburban, and rural areas. The REIT network design includes four areas of collaboration between the University, LEA's, and IRC's: needs assessment, planning and implementation of inservice, and evaluation. Programs are offered on three levels: building-based; LEA-based; and region-wide. A

program evaluation of REIT components found that new needs assessment techniques and more REIT grant personnel were needed as liaisons to meet the growing demand for REIT services. Project abstracts and descriptions illustrate the range of activities sponsored by REIT. Examples include weekend sessions for school guidance counselors, a workshop on administration of special education programs in an urban setting, and a two-day program for 30 elementary teachers on mainstreaming and individualized instruction techniques for their school. (FG)

ED 202 820 SP 018 036

Hopkins, David

Survey Feedback and the Problem of Change in Teacher Education.

Pub Date—Dec 80

Note—233p.; Ph.D. Thesis, Simon Fraser University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adoption (Ideas), Attitude Change, *Change Strategies, *Educational Change, *Feedback, Foreign Countries, Higher Education, Information Utilization, Institutional Characteristics, *Institutional Environment, *Schools of Education, *School Surveys, Teacher Response

Identifiers—*Canada

The problem of change in Canadian teacher education was studied, and the effectiveness of survey feedback, an organization development intervention, was tested in twelve Canadian teacher education institutions. Based on a review of the literature on change and teacher education, the argument is made that the impetus for change occurs as a result of environmental pressure which is inhibited by contextual variables operating within the institution. A survey feedback intervention was proposed as a way of neutralizing these contextual variables and of facilitating change within the institutions. The survey feedback intervention took three forms, with four institutions in each group: data handbook; data handbook and action planning; and data feedback and follow through. The intervention had significant impact only in the latter group, where positive changes occurred with communication, goals, problem solving, and decision making. In the dimensions of implementation and climate, the intervention showed a slight negative effect. A theory of drift accounts for the relative failure of the intervention, the problem of change in teacher education, and the paradox between the appearance and the reality of change. (FG)

ED 202 821 SP 018 037

Hopkins, David

The Role of the Practicum in Bridging the Gap Between School and University.

Spons Agency—Simon Fraser Univ., Burnaby (British Columbia); Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Mar 80

Grant—410-77-0459-R1

Note—20p.; Paper presented at the Conference of the Western Canadian Association for Student Teaching (Edmonton, Alberta, Canada, March 13, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clinical Experience, *College School Cooperation, *Cooperating Teachers, Foreign Countries, Higher Education, *Practicums, *Practicum Supervision, Public Schools, Schools of Education, *Student Teachers, *Student Teacher Supervisors, Teacher Education, Teacher Qualifications

Identifiers—*Canada

The traditional goals of teacher education programs in Canada are preparing teachers who can work within existing school systems, who are knowledgeable in subject areas, and who have skills in various teaching techniques. These goals are at variance with the recognized need on the part of the schools for teachers who can integrate theory and practice, who have the ability to analyze critically, and who have perceptions and skills to implement changes. To enrich the practicum period to the mutual advantage of both students and cooperating teachers, Canadian teacher education programs should develop practicum that: (1) develop a closer philosophic match between school and university; (2) develop a clear understanding of the impact of intervention in the school by the university supervi-

sor; (3) provide opportunity for mutual involvement in planning of practicum; (4) use the practicum as a school-focused form of professional development for cooperating teachers; and (5) utilize the practicum as the core component in the teacher education process. (JD)

ED 202 822 SP 018 073

Rokosz, Francis M.

Modifications of Team Sports Rules.

Pub Date—Apr 81

Note—14p; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletics, Basketball, Field Hockey, Football, *Individual Differences, *Physical Activity Level, *Physical Education, Soccer, Softball, Volleyball

Identifiers—*Rule Exceptions

In general, there are two reasons for modifying the rules in sport activities: (1) to meet a specific objective or (2) to solve a perceived problem. The sense of the original game is usually not altered significantly because the number of rule changes is kept to a minimum. Changes in rules may be made for administrative or financial reasons, or to adjust to the participants or to the quality or quantity of participation. Suggestions for modifying team sports are presented. Some rule modifications for soccer involve the adjusting to the height and number of team members, number of allowable hits, officiating, and allocating time. In football, there are rule modifications to prevent injuries and unnecessary collisions, alter the size and design of playing area, determine the time length for the game, and to break ties in the scoring. Two modifications for standard slow- and fast-pitch softball games deal with the length of the game and the amount of game action in the time period. Many skills used in playing ice hockey can be learned by replacing the ice rink with the gymnasium floor. There are many alternative rules that could be used in basketball to eliminate the stopping of the time clock and to keep the game moving. (CJ)

ED 202 823 SP 018 074

Gillett, Max Gall, Meredith

The Effects of Teacher Enthusiasm on the At-Task Behavior of Students in Elementary Grades.

Pub Date—80

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aptitude Treatment Interaction, Classroom Techniques, Elementary Education, Inservice Teacher Education, Mathematics Instruction, *Student Motivation, Student Teacher Relationship, *Teacher Characteristics, *Teacher Effectiveness, *Teacher Influence, *Teaching Styles

Identifiers—*Enthusiasm

Research has shown causal and correlational links between teacher enthusiasm and student achievement, and between student at-task behavior and student achievement. This study tested the causal link between teacher enthusiasm and student achievement, using teaching as an independent variable and at-task behavior as a dependent variable in mathematics classes for students from the first to sixth grades. An experimental group of teachers participated in a two-week training procedure for enthusiasm. Experimental and control group teachers were videotaped both before and after training with observers recording pupils' at-task behaviors on a five-second interval system. The results showed that the teachers who had enthusiasm training showed a significant increase in level of enthusiasm, and that their pupils had a significantly higher level of at-task performance, under both direct and indirect teacher influence. (FG)

ED 202 824 SP 018 077

Dravland, Vern

The Effects of Changes in Field Experiences on the Strengths and Weaknesses of Student Teachers.

Pub Date—Apr 81

Note—43p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competence, *Field Experience Programs, Higher Education, Longitudinal Studies, Program Effectiveness, Sex Differences, *Student Characteristics, *Student Teachers, *Teacher Evaluation, *Teaching Skills, *Time Factors (Learning)

The strengths and weaknesses of student teachers participating in field based practicum at the University of Lethbridge from 1972 through 1979 were studied to determine the effects of increasing the time spent in the field experience programs. The practicum component of the undergraduate teacher education program was gradually increased from eight weeks in 1972 to twelve weeks in 1974, and to seventeen weeks in 1976. The study attempted to determine the: (1) student teachers' strongest and weakest attributes; (2) differences in the strengths and weaknesses; and (3) gender-related differences in the attributes. The data were collected by faculty supervisors in cooperation with the supervising teachers, using a 39-item list of attributes in four categories: preparation, performance, professional attributes, and personal attributes. Some conclusions drawn from the results are: (1) "Planning ability" was cited as a strength and "skill in questioning" as a weakness for both sexes in all three samples; (2) Males had a significant trend of strength improvement in academic background and in English usage over the eight years, while females showed a significant decrease in weakness in classroom management; and (3) Males and females were quite balanced in regard to numbers of strengths and weaknesses, but differed in the types of attributes identified. Tables and charts provide supporting data. (FG)

ED 202 825 SP 018 079

Greene, Maxine

What the Known Demands: A Philosophical Orientation to Teacher Education.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Creative Development, Decision Making, *Educational Philosophy, Higher Education, *Intellectual Development, Locus of Control, Moral Issues, School Community Relationship, *Social Values, *Teacher Education, *Values Clarification

A philosophical orientation to teacher education would be a critical orientation, laying stress on the clarification of terminology, on the understanding of the logic of subject matter, and on a consideration of "what the known demands," or action deemed necessary from content knowledge. Fragmentation would be overcome, and a synthesis would be effected, not only throughout the curriculum, but in the organization of the school and its relation to the community. There would be a focus on the normative dimension of education: on the differences between "schooling" and "education"; on aims and purposes, values, and value conflicts; and on agreed upon moral principles and questions having to do with decision making and choice. (JD)

ED 202 826 SP 018 081

Tittle, Carol Kehr Denker, Elenor Rubin

Issues in the Outcome Evaluation of a Math Anxiety Reduction Program for Teacher Education Students.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Courses, *Education Majors, Elementary School Mathematics, Evaluation Methods, Higher Education, *Mathematics Anxiety, Preservice Teacher Education, *Program Evaluation, Remedial Mathematics

A project was designed to evaluate TEAM, a math anxiety reduction program for undergraduate students preparing to be elementary school teachers. The program consisted of two main components: (1) instruction intended to improve problem solving skills using the areas of patterns, probability, measurement, approximation, and estimation; and (2) activities designed to reduce math anxiety and to increase confidence in mathematics. The out-

come evaluation for a two-year materials development project consisted of replications of small-scale trials of the materials. Outcome measures included both attitudinal and math concept instruments. Future evaluation research in this or similar programs can concentrate in several areas arising from the development and evaluation of the TEAM materials and course. Areas such as the instructional approach, the integration of testing and teaching, teacher confidence and competence, and interaction between aptitude and treatment need more research. (FG)

ED 202 827 SP 018 082

Smith, Mark

State Associations of Colleges for Teacher Education and Institutional Change.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—May 81

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Change Agents, *Compliance (Legal), Educational Responsibility, Federal Legislation, Governance, Higher Education, Mainstreaming, Organizational Climate, *Program Administration, Program Development, Pyramid Organization, Special Education, *Statewide Planning, *Teacher Education Programs

Identifiers—*American Association of Colleges for Teacher Education

A network of the American Association of Colleges for Teacher Education (AACE) state associations and liaisons was used in a project sponsored by the Office of Special Education to help the deans and directors of teacher education programs understand and meet their goals and obligations under the Education of All Handicapped Children Act and the Rehabilitation Act. Under the close coordination of the AACE units, a national-to-state-to-institution process of change was possible. The project provided a mechanism for AACE member institutions which had Dean's Grants to assist those schools, colleges, and departments of education without Dean's Grants. Project activities within the 54 states and territories during the three-year program included assessment, staff development, and professional collaboration. The results of an evaluation of the project showed that there was overwhelming support for the project as a model for utilizing the state associations and AACE coordinating units at the institutional and local levels. It was perceived as a cost efficient and flexible method which, with some limitations, could be replicated with other issues and concerns in the future. (FG)

ED 202 828 SP 018 120

Morocco, John C. And Others

Stress in Teaching: A Comparison of Perceived Stress Between Special Education and Regular Teachers.

Pub Date—Mar 81

Note—19p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 13, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Elementary Secondary Education, *Individual Characteristics, Interpersonal Relationship, *Job Satisfaction, Mental Health, *Personality Traits, Psychological Patterns, *Special Education Teachers, *Stress Variables, *Teacher Attitudes, *Teachers

Identifiers—*Teacher Burnout

This study sought to determine some effects that stress has on teachers and if there were differences between the stress experienced by regular classroom teachers and the stress experienced by special education teachers. Subjects were elementary and secondary school teachers. The survey instrument used was the Teacher Occupational Stress Factor Questionnaire. Responses provided information on teachers' perceptions of professional adequacy, interpersonal relationships, and job satisfaction. Results indicated that individual psychological characteristics influence the perception of stress. Individuals scoring high on perfectionist attitudes were inclined to anticipate stressful events before they happened and the anticipation produced psychological changes characteristic of actual stress. No difference was found between regular and special education teachers in their perception of stress.

It is concluded that stress is largely an individually perceived phenomenon caused by personality traits and individual belief systems, rather than by purely environmental or occupational factors. (JD)

ED 202 829 SP 018 143

Harms, Thelma Cryer, Deborah Reid
Using Food Experiences to Reinforce Academic Objectives.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—80

Note—118p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Class Activities, *Cooking Instruction, *Dietetics, Elementary Education, *Foods Instruction, Health Education, *Interdisciplinary Approach, *Learning Activities, Mathematics Instruction, *Nutrition Instruction, Reading Instruction, Science Instruction, Social Studies

The purpose of this manual is to link classroom food experiences for elementary school students to academic objectives in health, reading and language arts, mathematics, science, and social studies. Objectives, grade level, and food experience activities are listed for each lesson, which reinforce academic objectives and teach principles of good nutrition in an activity context that children enjoy. Although the majority of recipes used for activities are in "Cook and Learn" (1980, B. Veitch and T. Harms, Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 01867), other recipes can be substituted. Ways to involve parents and to use the recipes, suggestions for health and safety, and a bibliography are included. (CJ)

ED 202 830 SP 018 147

Aquila, Frank D.
Title IX: Implications for Education of Women.

Fastback 156.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-156-2

Pub Date—81

Note—51p; Small document.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$7.5).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Compliance (Legal), Educational Change, *Educational Legislation, *Educational Practices, *Equal Education, Federal Legislation, Public Education, *Sex Discrimination, *Women's Education

Identifiers—*Title IX Education Amendments 1972

This publication, divided into five sections, reviews Title IX regulations and provides interpretations to help educators achieve educational equity in their schools. An overview of Title IX regulations discusses persons covered by the legislation, admission and recruitment policies, treatment of students, and employment practices. The second section presents answers to basic questions about Title IX. The third section contains illustrative situations, stating problems, status, and recommendations for practices regarding compliance, employment policies, pregnancy, athletics, access to courses, honors and awards, differential treatment, admissions policies, physical education, and counseling materials. A legal update on Title IX, citing several legal cases, is given in the fourth section. The fifth section contains suggestions for administrators. (CJ)

ED 202 831 SP 018 148

Eckenrood, James S.
A Second Look at Alternative Projections of Resource Requirements for Teacher Corps Information Sharing and Dissemination.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—May 81

Contract—300-78-0564

Note—117p; Prepared through the Teacher Corps Dissemination Project.

Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Change Agents, Delivery Systems, Financial Support, *Information Dissemination, Information Networks, Inservice Teacher Education, *Linking Agents, *Needs Assessment, *Out-

reach Programs, Program Budgeting, Program Evaluation, Program Implementation, *Program Improvement, *Resource Allocation

Identifiers—*Teacher Corps

Resources necessary to maintain a valid information dissemination system for the Teacher Corps are identified in this report. Emphasis is placed upon practical cost-effective mechanisms that may be employed in extending educational improvements developed by the Corps. Previous studies have indicated that most Teacher Corps projects will need specialized technical assistance and external support if they are to carry out even minimally effective outreach programs. It is pointed out that, while most members of the Corps regard themselves as educators and not "disseminators", it is critically important that school improvement programs be extended beyond local project activities. It is suggested that the Teacher Corps employ direct measures to reward dissemination activity and that the Corps provide training and technical assistance to projects to build their capabilities for outreach. Seven specific recommendations are made for improving the information dissemination processes, and the means of implementing and funding them are discussed. Statistical data on Corps projects are included in the appendices. (JD)

ED 202 832 SP 018 154

Gensemer, Robert E.
Humanism and Behaviorism in Physical Education. NEA Aspects of Learning.

National Education Association, Washington, D.C.

Report No.—ISBN-0-8106-1488-X

Pub Date—80

Note—130p.

Available from—NEA Distribution Center, Academic Building, West Haven, CT 06516 (Stock No. 1488-X-00; \$7.95 each; NEA members discount available for orders over 10 copies).

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Behavior Modification, Classroom Environment, Elementary Secondary Education, *Humanism, *Humanistic Education, *Intermode Differences, *Physical Education, Psychoeducational Methods, Student Responsibility, Student Teacher Relationship, Teacher Responsibility, *Teaching Methods

Identifiers—*Behaviorism

This book offers analyses, applications, and a combined form of behaviorism and humanism as they relate to the teaching of physical education. The composition of the two systems is explored pragmatically, with an overall objective of assisting teachers in their endeavors to make teaching and learning more efficient, effective, and rewarding. The differences between the two philosophies are apparent: humanism assigns the responsibility for learning to the student, while behaviorism assigns the responsibility for learning to the teacher. Humanism is concerned with self-directed activity such as creativity and self-discovery. Applying humanism to a physical education course entails creating an environment of psychological, intellectual, and physical (movement) freedom. The behaviorist model of teaching represents a branch of psychology which relies on a stimulus-response view of education. The central idea of behaviorism is that behavior is affected by its consequences, and the future occurrence of behaviors is influenced by the way in which the environment (usually people) responds to those behaviors. An effective combination of both systems, which at first glance seems antithetical, would use the following steps: (1) identify specific target behaviors; (2) select the educational experiences; (3) organize the educational experiences; and (4) evaluate the effect. (FG)

ED 202 833 SP 018 160

MacNaughton, Robert Johns, Frank
Help is on the Way: An Active Approach to Assisting Teachers with Management and Discipline Procedures.

Pub Date—Feb 81

Note—8p; Paper presented at the National Conference of the Association of Teacher Educators (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Discipline, *Education Service Centers, *Hotlines (Public), Information Needs, *Inservice Teacher Education, Postsecondary Education, Problem Solving, *Teacher Centers

The Center for Productive School and Classroom Discipline at Cleveland State University was created to bring together the disparate and disorganized theories of classroom management and to provide assistance to teachers with persistent classroom control problems by developing teacher competencies. The Center has four objectives: (1) to provide information by offering graduate credit courses and presentations, publishing a newsletter, and maintaining a hotline for specific discipline problems; (2) to collect, classify, and evaluate all information on classroom discipline; (3) to design and develop materials; and (4) to provide a consulting service for local teachers. The instructional units that the Center offers concentrate on short-range procedures that are based on four theories: behavior modification, socio-emotional, group process, and management concepts. Between fifteen and twenty teachers and administrators work for the Center, making presentations, publishing the newsletter, acting as hotline consultants, and producing a multimedia management and discipline package. (FG)

ED 202 834 SP 018 162

Flarup, Tamara J.
How to Communicate Your Sports Message to the Media, Gain Rapport, and Enhance Media Coverage of Your Sport.

Pub Date—[80]

Note—7p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletic Coaches, *Athletics, *News Media, *News Reporting, Physical Recreation Programs, *Publicity, Public Relations, Radio, School Recreational Programs, Television

Suggestions are listed for athletic coaches to develop and use media contacts in television, radio, and newspapers to promote athletic programs. The main concepts are: (1) know your media contacts, and let them know that you are available for questioning; (2) know the kinds of information they want; (3) be aware of and observe deadlines; (4) show that you are a valuable news source by recognizing the types of news items that are interesting and timely; and (5) be accurate, consistent, and persistent. Pursuing media contacts may mean initiating the relationship with news personnel, including the sports editor. Ideas for increasing media interest include giving sports luncheons, open houses, and media passes to publicize sports events. Some ways to think of news items are in terms of unusual angles, accomplishments, seasonal timeliness, and visual presentation for television. A list of do's and don'ts advises promptness, care in off-the-record remarks, and points of etiquette in dealing with editors of news stories. (FG)

ED 202 835 SP 018 163

Flarup, Tamara J.
NCAA Public Relations Manual: Promoting Women's Intercollegiate Sports.

Pub Date—[80]

Note—6p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletic Coaches, Athletics, Females, Higher Education, *News Media, *News Reporting, *Publicity, Public Relations, *Women's Athletics

The successful women's sports publicist communicates the legitimacy of women's intercollegiate athletics to the media and to the public. Because the field of women's sports has not had the amount of media exposure compared to that of professional sports, collegiate men's revenue sports, and high school sports, the women's sports publicist must rely on the usual and the unusual methods of advancing and reporting women's sports events. The news release containing "hard" news items (as opposed to feature articles) is the main communicative tool for the publicist. However, the feature story with an interesting angle is the best assurance of highlighted program coverage. Coaches and athletes can support the women's sports program by participating in radio discussions, writing columns for local papers, and by being accessible to the media at sports events. Although many women's sports programs lack the funds for advertising, in-

creased spectator interest can create greater sports coverage, making public service announcements, radio giveaways, community calendars, and other low-cost publicity efforts necessary. (FG)

ED 202 836 SP 018 172

Morsink, Catherine V.

Perspectives of an Ivory Tower Realist.

Kentucky Univ., Lexington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Apr 81

Grant—G007801072

Note—154p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavior Modification, *Classroom Environment, *Classroom Techniques, Elementary Education, Individual Differences, Large Group Instruction, *Mainstreaming, *Minimum Competencies, Peer Teaching, Student Behavior, *Student Needs, Teacher Attitudes, Teacher Education, Values Clarification

The observations of a teacher educator who spent a semester teaching in a mainstreamed elementary classroom are recorded in this monograph. Case studies of students form the framework for the consideration of the broader implications and problems involved in mainstreaming. Illustrative classroom practices are offered to clarify such concepts as teaching children to value diversity, managing the classroom environment, adapting curriculum to special needs, and individualizing instruction. Four teacher competencies are identified as essential for teachers of mainstreamed handicapped children: (1) the ability to teach children to value individual differences; (2) individual and group management techniques which create a positive learning climate and allow children to spend time on tasks; (3) the ability to assess needs, provide appropriate instruction, and keep records on pupil progress toward established objectives; and (4) the ability to modify curriculum when it is necessary to meet individual student needs. (JD)

ED 202 837 SP 018 173

Course of Study Development. A Process Manual.

Ohio State Dept. of Education, Columbus.

Pub Date—80

Note—45p.; Colored pages may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Core Curriculum, Course Descriptions, *Course Organization, Educational Objectives, Elementary Secondary Education, Needs Assessment, Program Evaluation, *School Districts, *State School District Relationship, *State Standards

Identifiers—Ohio

This model was prepared for the purpose of assisting school district personnel in Ohio to develop graded courses of study. A course of study is mandated by Ohio law to ensure commonality and continuity in the educational programs available to students within all school districts. Through identification of skills and concepts teachers are responsible for teaching, the course of study gives structure and direction to the educational program and is an official statement that prescribes what is to be taught in a given subject or area of study for all grades from K-12. It provides a broad definition of the education program in terms of philosophy, goals, and objectives. The appendices include samples of philosophy statements, goal statements, scope and sequence plans, and evaluation procedures. (JD)

ED 202 838 SP 018 178

Rauth, Marilyn

Testimony of Marilyn Rauth, Director, Educational Issues Department, American Federation of Teachers, AFL-CIO, to the Subcommittee on Select Education, Committee on Education and Labor, U.S. House of Representatives, on the Secretary's Task Force Report on Equal Educational Opportunity for Handicapped Children.

Pub Date—Nov 80

Note—8p.

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Compliance (Legal), *Educational Legislation, *Equal Education, Exceptional Persons, *Federal Legislation, Government School Relationship, *Mainstreaming, Program Evaluation, *Program Implementation, Staff Development, Teacher Associations

Identifiers—American Federation of Teachers

The efforts of federal agencies (in particular, the Office of Special Education and the Office of Civil Rights) to monitor, enforce, and assist local agencies do not go far enough or look deeply enough to fully address the problems in assuring equal educational opportunities for handicapped children. Schools and state and local governments do not have the resources to carry out the mandate of Public Law 94-142 as it is now written. The major focus must be on realistic means of compliance, not just pointing out noncompliance. The Task Force Report prompts the following observations: (1) The process of the identification of issues for further study would be enhanced by input from national advocacy groups; (2) An adequate number of trained full-time staff in the agencies that carry out the recommendations is necessary; and (3) Coordination of efforts between those agencies in the areas of enforcement, data collection, policy development, and technical assistance is very important and should be encouraged. (FG)

ED 202 839 SP 018 179

Haywood, Kathleen M.

Effect of Contextual Stimuli on Coincidence-Anticipation Performance After Extended Practice.

Pub Date—80

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletes, College Students, Drills (Practice), *Expectation, Females, *Motor Reactions, Perceptual Motor Learning, *Performance Factors, Psychomotor Skills, *Psychophysiology, *Reaction Time, *Stimuli

An information-processing view of perceptual motor performance holds that the processes involved in perception are organizational and depend on past experiences. In motor tasks which require anticipation, an individual uses past experience to predict what may happen. Yet bias effects in perceptual judgments, including bias caused by contextual stimuli, may explain the significant differences in coincidence-anticipation performance due to stimulus speed so often found in previous research. This study observed the relationship between stimulus context and performance on an anticipatory motor skill after extended practice by skilled subjects. Two groups of 20 female college athletes each were tested for their reaction to coincidence-anticipation tasks. Following four days of practice, one group was transferred to the same stimulus speeds given to the other group. Results showed that each group improved during the training, although the pattern of improvement was not identical. Both groups demonstrated a significant tendency to respond late as well as less accurately and more variably to the slowest speed. The groups performed similarly except that the transferred group was significantly later in responding to the slowest speed. A significant speed factor for constant error and individual trial means indicated subjects were influenced by contextual stimuli. Bias effects therefore seem to persist, even after extended practice. (Author/CJ)

ED 202 840 SP 018 226

Greendorfer, Susan L.

Female Socialization into Sport: Childhood Influences.

Pub Date—Apr 81

Note—20p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 13-17, 1981). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, College Students, *Family Influence, *Females, Participant Satisfaction, Psychological Patterns, Sex Role, *Social Influences, *Socialization, *Women Athletics

Socialization into sport has been viewed as a social learning process through which significant others teach, demonstrate, and reinforce sport roles and behaviors. This social learning paradigm has been synthesized into a social role-social systems

approach which combines psychological and sociological indicators (family, peers, school, community). Studies of male socialization into sport indicate that this approach is a viable model and that the sport socialization process is invariant across cultures. However, findings pertaining to female socialization into sport suggest that the process is not consistent. A study of 110 female athletes and 244 female nonathletes at the University of Illinois identified several variables for determining factors in sport involvement: childhood sport involvement; present sport involvement; and peer, teacher, and family influence. Analyses revealed that the social role-social systems approach is applicable to female socialization into sport and that childhood influences on sport participation are considerably different for female athletes and nonathletes. An unanticipated result is the finding that the theoretical model provides a better explanation of psychological and sociological determinants of the lower sport involvement of nonathletes than it does for a higher degree of athletic involvement. Findings from the study support the notion that female socialization into sport is a volatile, inconsistent, selective, and extremely complex process which needs more research. (CJ)

ED 202 841 SP 018 229

The Athletics Plan for the Eighties.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-81-0824

Pub Date—Apr 81

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletics, Governance, Long Range Planning, Physical Education Facilities, *Program Effectiveness, *School Recreational Programs, Secondary Education, *State Programs, State School District Relationship, *Statewide Planning

Identifiers—Hawaii

Hawaii's Interscholastic Athletics program involves 38 high schools in a voluntary program designed to develop athletically talented students and to foster student and community identity with the schools. Although the ten-year old program offering sixteen team and individual sports has been successful, several issues remain unresolved in the areas of governance, activities offered, state financial support, athletic facilities, and qualified coaching staff. The exemplary interscholastics program planned for the 1980s is based on recommendations solicited from coaches, athletic directors, principals, parents, and students. Recommendations include: (1) Efforts should be made to explore and implement sports that are indigenous to Hawaii, allowing equal access for girls and the physically handicapped; (2) The policy-making structure governing the program should continue with some changes; (3) The state should provide full funding for transportation and compensation for athletic staff salaries; (4) All schools should have certified athletic directors selected by the principals; and (5) Every high school should have minimum athletic facilities, including: fields for football/soccer, baseball and track; tennis courts; swimming pool; gymnasium; and weight training and wrestling facilities. (FG)

ED 202 842 SP 018 237

Clarke, John L.

Educational Development. A Select Bibliography with particular reference to Further and Higher Education.

Nichols Publishing Co., N.Y.

Report No.—ISBN-0-89397-092-1

Pub Date—81

Note—207p.

Available from—Nichols Publishing Co., P.O. Box 96, New York, NY 10024 (\$32.50).

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Development, Educational Media, *Educational Strategies, *Educational Technology, Learning Processes, *Postsecondary Education, *Publications, Staff Development, Teacher Evaluation

This bibliography cites writings on the application of technology to education and the use of new teaching strategies, evaluation methods, and curriculum development designed to improve the quality of teaching and learning. It is divided into the following sections: (1) educational technology, de-

velopment, and innovation; (2) curriculum development; (3) educational objectives; (4) strategies for learning; (5) educational media; (6) the evaluation of teaching and learning; (7) staff development; (8) the student in adult and higher education; (9) educational theory; and (10) studies in research in adult and higher education. A list of relevant periodicals is appended. (JD)

ED 202 843 SP 018 241

Pfyer, Jean L.

Content Referenced and Standardized Testing.

Pub Date—Apr 81

Note—8p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adapted Physical Education, *Curriculum Development, *Disabilities, *Individualized Education Programs, *Norm Referenced Tests, Physical Activity Level, Relevance (Education), Skill Development, Standardized Tests, Student Needs

Two types of testing can be used to enhance the physical education experiences of handicapped learners. Content referenced tests insure that curricula accurately reflect the students' present level of functioning and appropriate goals. Relevant needs should be determined, taking into account such factors as future recreational opportunities, available facilities, and sources of information. Based on this knowledge, appropriate skills are selected for the handicapped learners. A logical instructional sequence is developed, and the students' present level of performance is determined. An Individual Education Plan (IEP) is drawn up, defining major skills as long range goals, and component steps of the skills as enabling objectives. With IEP's for each handicapped student, the entire physical education curriculum can be pieced together. Periodic testing determines progress, so that the curriculum can evolve as the learners' needs change. Standardized testing is a normative test method designed to reflect the ranking of one individual to another, or to a group. If, through standardized testing, a handicapped learner is found to differ significantly from his peers, content referenced testing can be used to design an appropriate curriculum. (FG)

ED 202 844 SP 018 242

Purdy, Dean A. And Others

Educational Attainment and Collegiate Athletes:

Intra-Group Analysis and Comparison to the

General Student Population.

Pub Date—Apr 81

Note—40p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 15, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, *Athletes, *Athletics, *College Students, Dropouts, *Educational Attainment, Grade Point Average, Graduation, Higher Education, Student Attrition, *Student Characteristics

The educational attainment of collegiate athletes recently has become a major concern. However, very little empirical research exists to substantiate any argument concerning the relationship between collegiate athletic participation and educational attainment. A study was undertaken at a major university to assess the extent of the athletes' educational progress at the institution. All athletes who participated in intercollegiate programs during a ten-year period were included in the sample (N=2088). The athletes' educational progress, measured by their grade point average and graduation rate, were compared to the general student population. The scores of athletes were found to be slightly lower than those of the general student population. Educational achievement was more likely among females than males, and among whites rather than blacks. Individual and nonrevenue-producing sports participants achieved higher educational attainment than did athletes from the major revenue-producing sports. The data refute the notion that athletic participation is detrimental to the educational process. Tables and charts contain information on the demographic and academic characteristics of the athlete and general school populations, and indicators of educational attain-

ment by race, sex, level of athletic participation, and by sport. (Author/FG)

ED 202 845 SP 018 248

McGaw, Barry And Others

Teacher Education Policies for Australia. An Empirical Investigation of Policy Preferences. Final

Report. Delphi Teacher Education Policy Study.

Murdoch Univ., Western Australia (Australia).

Spons Agency—Australian Advisory Committee on Research and Development in Education, Canberra.

Report No.—ISBN-0-86905-043-5

Pub Date—Aug 79

Note—551p.

Pub Type—Reports — Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—*Educational Assessment, *Educational Attitudes, Educational Improvement, *Educational Needs, *Educational Planning, *Educational Policy, Foreign Countries, National Competency Tests, Professional Recognition, Schools of Education, *Teacher Education Programs, Teacher Role, Teacher Welfare

Identifiers—*Australia

This study explored the range of future policies preferred by a selected sample of Australian educators and identified the grounds on which the preferences were based. Seventy-eight policy options for teacher education in Australia were identified through workshop participants and examination of reports of inquiries and investigations in Australia, the United Kingdom, and the United States. The policies were concerned with practices at the level of teacher education institutions and with national and state administration. The desirability of each policy was established through a Delphi study with a national sample of senior government administrators, heads of teacher education programs, academic staff of teacher education programs, teachers and parents of school children, and student teachers. The results can be grouped under three themes: (1) A national perspective was advocated, as much for funding reasons as for the advantages in coordinating activities; (2) There was concern that the standards and status of teachers be raised; and (3) Respondents wanted the support of teacher education increased to the level of that provided for other professions with an emphasis on quality rather than on quantity. An appendix provides detailed analyses of the responses. (Author/FG)

ED 202 846 SP 018 263

Aldridge, Mary Nan And Others

Practicum with Four Year Graduated Involvement:

A Teacher Education Model.

Pub Date—Feb 81

Note—18p.; Paper presented at the National Conference of the Association of Teacher Educators (Dallas, TX, February 17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affiliated Schools, *Education Courses, *Education Majors, *Field Experience Programs, Higher Education, Laboratory Schools, *Practicums, *Preservice Teacher Education, Student Teaching, *Teacher Education Curriculum

Identifiers—*University of Northern Iowa

The teacher preparation program at the University of Northern Iowa provides four years of field-based experiences in varying degrees of involvement. Using the University's laboratory school, the University-sponsored daycare and clinic facilities, and local public and private schools, education majors are placed close to the main campus. In the first level of the field experience, the student acquires direct and indirect teaching experience and undertakes observational, interpretational, and Piagetian projects. The second level is designed to provide an understanding of the teacher as change agent in the learning process by increasing the students' time and responsibilities in the classroom and by involving them in the identification of pupil motivations and tutoring needs. Student teaching experience for those specializing in early childhood education is offered one day a week, with a second day devoted to visiting a variety of school settings. During the second level, instruction given the student teachers in programming for handicapped learners led to supervised classroom experiences. A remedial reading program provides intensive course work in classroom, clinic, and remedial school settings. (FG)

ED 202 847 SP 018 292

Webb, James L. And Others

Survey of the Nutrition Knowledge Of Practicing Male and Female Physical Educator/Coaches.

Pub Date—[79]

Note—14p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletes, *Athletic Coaches, *Dietetics, Health Education, *Knowledge Level, *Nutrition Instruction, Physical Education, Secondary Education, Sex Differences, Teacher Education, Teacher Improvement

An assessment was made of the extent of nutrition knowledge of physical education teachers and coaches. The investigation addressed three primary questions: (1) Do practicing physical educator/coaches possess nutritional knowledge comparable to that of college students enrolled in a university basic nutrition class? (2) Do male and female physical educator/coaches exhibit similar levels of nutrition knowledge? and (3) Within a single group, are differences in knowledge evident when examining selected categories of information? Questionnaires were submitted to participants in the 29th Annual California Workshop for Physical Education and Athletic Coaching. It was concluded that these professionals did not possess dietary knowledge equal to that of students taking a university basic nutrition class. No differences were found in the knowledge level of male and female coaches, and both groups exhibited deficient levels of information which fluctuated from category to category. These findings support the contention that physical educator/coaches are not adequately prepared in nutritional science, and a need exists for better preservice and inservice training. (JD)

ED 202 848 SP 018 294

Feldman, Rebecca

Substitute Teaching: Problems and Prospects.

Pub Date—Jun 81

Note—65p.

Pub Type—Reference Materials — Bibliographies (131) — Reports — Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Administrator Responsibility, Classroom Techniques, *Educational Environment, Elementary Secondary Education, Lesson Plans, Principals, Student Attitudes, Student Behavior, *Substitute Teachers, *Teacher Effectiveness, Teacher Employment, *Teacher Orientation, Teacher Role

Pertinent information concerning the prospects that are available in substitute teaching is presented. The first section deals with the factors contributing to the problem areas within on-call substitute teaching programs. The second section studies possible changes within these problem areas. In each of these sections, the roles and attitudes of students, substitute teachers, regular classroom teachers, and administrators are examined. In the third section, possible alternate approaches to the problems involved in substitute teaching are addressed. An annotated bibliography of writings in all of these areas comprises a major part of the study. (JD)

ED 202 849 SP 018 296

Paul, Joan

Conflicts Between the Victorian Pedestal and the Tomb.

Pub Date—Feb 81

Note—18p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Orlando, FL, February 21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Females, *Physical Education, Public Opinion, *Sex Bias, *Sex Discrimination, Sex Role, *Social Attitudes, Sociocultural Patterns, *Women's Athletics

The Victorian concept that women would sacrifice their femininity by participating in vigorous sports has to some extent been ameliorated, but vestiges of the bias remain today. This attitude was not based on hostility toward women but on overprotectiveness and concern for imagined dangers for the health of women, whose prime function in society was deemed to be childbearing. As women ventured into sedate physical activities and gentle games, attitudes changed gradually, but grave disapproval accompanied every new attempt to broaden their

sports horizon. Women's colleges were instrumental in developing wider sport programs for their students by promoting intercollegiate competitions for women. However, as late as the 1960s, there was opposition to women competing in the Olympic Games on the grounds that women's competition was insignificant at best and indecent and unfeminine at worst. Discrimination was evident in the 1970s when Title IX brought legal equality into the collegiate sport scene, and directors of men's programs were forced to think about sharing facilities, money, and even status with women. (JD)

ED 202 850 SP 018 298

Schwab, Richard L. Iwanicki, Edward F.

The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Teacher Burnout.

Pub Date—Apr 81

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Emotional Response, *Negative Attitudes, *Psychological Needs, *Role Conflict, Self Concept, *Stress Variables, Student Teacher Relationship, Teacher Alienation, Teacher Attitudes, Teaching (Occupation)

Identifiers—*Teacher Burnout

This study of 469 elementary and secondary classroom teachers examined the relationships among role conflict, role ambiguity, and teacher burnout. Three phases of burnout were examined: feelings of emotional exhaustion, negative attitudes toward students, and feelings of lack of accomplishment. Multiple regression analysis was used to examine the relationships. Two of the more important findings were: (1) Role conflict and role ambiguity explained a significant amount of variance in feelings of emotional exhaustion and negative attitudes toward students; and (2) Role conflict and role ambiguity differ in their relationship to the three burnout phases. Suggestions for minimizing role conflict and role ambiguity and recommendations for future research are presented. (Authors/JD)

ED 202 851 SP 018 302

Kremer, Lya Hofman, John E.

Teachers' Professional Identity and Job-Leaving Inclination.

Pub Date—Apr 81

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Change, *Faculty Mobility, Foreign Countries, *Individual Power, *Job Satisfaction, *Occupational Aspiration, *Professional Recognition, Promotion (Occupational), Status Need, *Stress Variables, Teacher Attitudes, Teacher Morale, Teacher Persistence, Teaching Conditions

Identifiers—*Israel, Teacher Burnout

This study focused on the intrinsic motives that account for teachers leaving their profession. Former teachers in the Haifa area of Israel participated in interviews, giving reasons for leaving teaching that correlated with those found in a study of the literature. The most frequently mentioned reasons for leaving teaching were: (1) burnout and the need for renewal; (2) lack of encouragement for initiative; (3) low professional status of teachers; (4) lack of autonomy; and (5) lack of promotional opportunity and few challenges. Other sources of dissatisfaction included a sense of the gap between what is expected of teachers and what the teacher is able to achieve and lack of appreciation by parents and pupils. The results of a questionnaire administered to 190 elementary and secondary school teachers showed that their readiness for leaving their jobs depended on background variables and such factors as professional identity, work satisfaction, and autonomy. It is suggested that teacher turnover might be lessened if administrators are sensitive to teachers' desires for more personal autonomy, their need for greater satisfaction in their work, and a higher professional identity. (JD)

ED 202 852 SP 018 304

Halpin, Gerald Halpin, Glennelle

Standard Setting for Educational Decision Making: An Example.

Pub Date—Apr 81

Note—17p.; Paper presented at the Meeting of the National Council on Measurement in Education (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Admission Criteria, College Students, *English, Higher Education, *Minimum Competencies, Preservice Teacher Education, *Standards, Teacher Certification, *Teacher Education Programs, Test Bias, *Testing

A process for setting standards that may be adapted by educators in a variety of settings for educational decision making is presented. In this process, which was used to set minimum standards in English for admission to a teacher education program at a large university, a number of trial standards were initially set utilizing a variety of methods, all of which were analyzed for fairness and feasibility for selecting effective teachers. After careful consideration of each of the trial standards and the percentage of norm group students who would be considered incompetent with each, minimum standards were recommended for both a standardized objective test and a writing sample. (Authors/JD)

ED 202 853 SP 018 307

Clarke, H. Harrison

Trends in Physical Fitness: A Personal Perspective.

Pub Date—Apr 81

Note—23p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 14, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, Exercise, *Government Role, *Physical Education, *Physical Fitness, Physical Health, Running, Social Attitudes, *Trend Analysis

In the early days of physical education, the value of physical fitness was associated with preparation for defense in wartime and preventive medicine. Physical fitness waned in importance in the period between the two World Wars, to become concomitant to other objectives of physical education. A resurgence in emphasis on fitness was triggered and promoted by presidents of the United States by the establishment of the President's Council on Physical Fitness and Sports. Physical fitness projects developed and conducted by public schools during this period sought to improve and strengthen students physically, individually, mentally, and emotionally and to promote interest in and support for physical fitness. The present-day running-jogging phenomenon appears to be indicative of attitudes toward physical fitness today. The American Alliance for Health, Physical Education, Recreation and Dance has done much to promote physical fitness, and in particular, has encouraged physical fitness research. (JD)

ED 202 854 SP 018 316

Heilman, John Cole, Bob

Behavioral Management: An Affective Approach. (Affective Education Trainers Manual).

California State Dept. of Education, Sacramento; Santa Clara County Superintendent of Schools, San Jose, Calif.

Pub Date—Jul 80

Note—40p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Modification, *Group Activities, *Humanistic Education, Interpersonal Competence, Self Concept, Student Behavior, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, Teacher Education, Teacher Effectiveness, Teacher Response, Teacher Role, Teacher Workshops, Values Clarification

This manual provides a framework for training teachers who want to become more skilled in affective education. It is divided into three parts: teacher self-awareness, teacher-student interaction, and teacher-directed group activities. It is designed for use in a two-day workshop. Guidelines for discus-

sions on expectations, responsibility, behaviors and appropriate responses, aggression and teacher stance, communication, and goal setting are presented with suggested time limits and activities. (JD)

ED 202 855 SP 018 318

Louisiana Standards for State Certification of School Personnel. Bulletin 746.

Louisiana State Dept. of Education, Baton Rouge. Pub Date—Nov 80

Note—127p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Qualifications, Ancillary School Services, Early Childhood Education, Elementary Secondary Education, School Personnel, Special Education Teachers, *State Standards, *Teacher Certification, Teacher Education, Vocational Education Teachers

Identifiers—*Louisiana

This bulletin outlines the requirements for certification as a teacher, administrator, or ancillary staff member for the public schools of the state of Louisiana. The following areas are covered: (1) approved teacher education programs and application for certificates; (2) types of certificates; (3) minimum requirements for early childhood teachers; (4) minimum requirements for elementary teachers; (5) minimum requirements for secondary teachers; (6) minimum requirements for all teachers (grades K-12); (7) requirements for teachers of exceptional children; (8) qualifications for administrators, supervisors, and special service personnel; (9) standards for ancillary school personnel; and (10) standards for certification of vocational-technical personnel (secondary). (JD)

ED 202 856 SP 018 424

Golnick, Donna M., Ed. Massanari, Karl, Ed.

The Role of Higher Education in Teacher Education. American Association of Colleges for Teacher Education, Washington, D.C.; Glassboro State Coll., N.J. Southern New Jersey Regional Teacher Center.

Spons Agency—Department of Education, Washington, D.C.

Report No.—ISBN-0-89333-023-X

Pub Date—81

Grant—G007804056

Note—148p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College School Cooperation, Delivery Systems, Federal Aid, Higher Education, Inservice Teacher Education, *Intercollegiate Cooperation, Schools of Education, *Staff Development, *Teacher Centers

The articles in this monograph focus on federally funded teacher centers and on the cooperative efforts between schools, colleges, departments of education, and school personnel for designing and delivering staff development programs. Particular emphasis is placed upon the vital contribution of the resources of higher education institutions to teacher centers. Part One deals with the role of higher education in teacher centers, research and teacher centers, and teacher centers' impact on curriculum reform and faculty development in higher education. Examples are given in Part Two of collaboration between colleges and universities and teacher centers. In Part Three, descriptions are given of collaborative activities of twenty-two teacher centers and their cooperating colleges and universities. (JD)

ED 202 857 SP 018 484

Feistritz, C. Emily, Ed. And Others

The 1981 Report on Educational Personnel Development.

Pub Date—Nov 80

Note—168p.

Available from—Feistritz Publications, 1261 National Press Building, Washington, DC 20045 (1-9 copies, \$20.00 ea., 10 or more, \$12.00 ea.).

Pub Type—Reports—Research (143)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Educational Legislation, *Federal Aid, Federal Programs, *Government Role, Higher Education, Policy Formation, *Professional Development, *State Aid, Teacher Education, *Teachers

This document presents a comprehensive picture of educational personnel development. In addition to updating Federal and state involvement in educational development, the report begins with a history

of professional development of teachers and ends with an analysis of research on teacher education. It is divided into the following major sections: (1) current federal involvement in educational personnel development; (2) federal funding for educational personnel development, which includes a description of 43 Department of Education programs; and (3) current state involvement in educational personnel development. (JD)

ED 202 858 SP 018 655
Razik, Taher A.

Innovation in Teacher Education: The Challenge to Prepare Teachers as Agents of Change.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Cairo (Egypt). Regional Office for Education in the Arab Countries.

Pub Date—Jan 80

Contract—1227-BEI-1

Note—130p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Development, *Educational Trends, Faculty Development, Futures (of Society), Higher Education, *Schools of Education, *Teacher Education, *Teacher Education Programs, Technological Advancement

The paradigm upon which this report rests is the cause and effect relationships resulting from the explosion of knowledge and technology in the twentieth century. The first section of the report explores change and technology and their impact on present and future roles for classroom teachers. The second section provides descriptions of current exemplary programs in preservice and inservice teacher education from which a framework can be developed for alternative possibilities in the future. Since these programs are centered around the present and future needs of schools, teachers, and children, the possibilities of new role needs are inherently included. The program summaries are divided into five categories: (1) developmental; (2) behavioral; (3) humanistic; (4) behavioral/humanistic; and (5) other approaches. A glossary of relevant terms is included. (FG)

TM

ED 202 859 TM 810 178

Clark, Mary Jo

An Evaluation of GRE Sender Scores as a Measure of Graduate Admissions Selectivity in Two Fields.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-81-2

Pub Date—Feb 81

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aptitude Tests, Chemistry, *Correlation, *Graduate Study, History, *Program Evaluation, *Scores, *Selective Admission Identifiers—*Graduate Record Examinations

The average Graduate Record Examinations (GRE) Aptitude Test scores of test-takers who had their scores sent to 57 history and 60 chemistry departments in 1972-73 ("scores senders") are compared with the average Aptitude Test scores of first-year students who enrolled in these departments in the fall of 1973 ("enrolled students" or "matriculants"). There is a positive correlation of .5 to .7 between the department mean sender and mean matriculant scores; however, about an equal number of departments in both fields were found to enroll students with average test scores that were relatively lower as well as relatively higher than their average sender scores. Results were similar for departments with high, moderate, and low reputational ratings. Although the self-selection of applicants appears to account for a large part of departmental "selectivity" as this is represented by average GRE Aptitude Test scores, the study concludes that average sender scores should not be used to describe the admissions selectivity of individual graduate departments in these two fields. (Author/RL)

ED 202 860 TM 810 206

Svensson, Lennart

The Concept of Study Skills (No. 1981:01).

Goteborg Univ., Molndal (Sweden). Inst. of Education.

Spons Agency—National Swedish Board of Universities and Colleges, Stockholm.

Pub Date—Jul 80

Note—16p.; Paper presented at the International Conference on Improving University Teaching (6th, Lausanne, Switzerland, July 9-12, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Concept Formation, *Definitions, *Study Skills

In this conceptual analysis, the term study skill was used to denote a field of inquiry or a group of phenomena. The basis for the meaning given to the term was the understanding of the common meaning of skill modified by the word study. The term skill refers to the activity by which a task is performed. Further it refers to the quality of that activity. Study skill denotes the whole activity in relation to a study task considered from the point of view of its quality. The problem of research then is to describe study activities as to their qualities in relation to the outcome of learning. The suggested meaning solves the problem of inconsistency of the questioned meaning of the term and may also have an integrative function. As interpreted here study skills actually denote the field of inquiry that has been the main concern within educational research but as conceived within an explorative-descriptive frame-work. (Author/RL)

ED 202 861 TM 810 267

Cohen, Sam And Others

Bilingual Oral Language Test (BOLT-English).

Technical Report.

Bay Area Hispanic Inst. for Advancement, Berkeley, Calif.; Bilingual Media Productions, Inc., Berkeley, Calif.

Pub Date—77

Note—175p.; An entire classroom packet for the BOLT (in either English or Spanish) consists of the manual, a picture booklet, 30 answer sheets, a class record chart, and a summary page. Formerly known as BAHIA Oral Language Test. Colored pages may not reproduce clearly.

Available from—Bilingual Media Productions (BMP) Inc., P.O. Box 9337, North Berkeley Station, Berkeley, CA, 94709 (\$20.00 per classroom packet for 30 students).

Language—English; Spanish

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Diagnostic Tests, *Language Skills, Non English Speaking, *Oral Language, Secondary Education, Spanish Speaking, *Test Reliability, *Test Validity Identifiers—*Bilingual Oral Language Test, Limited English Speaking

The Bilingual Oral Language Test (BOLT-English) was pilot tested in January 1976, field tested in April 1976, and again in October, November 1976, on a population of more than 3,000 students in the San Francisco Bay Area, Pomona, Riverside, and Palm Springs, California. Results reported include concurrent validity values of .9 and .86 when comparing test results to the assessment of the teacher. Test-retest reliability coefficients obtained were above .9 showing high stability and internal consistency. The BOLT-Spanish was field tested between November 1976 through January 1977, and results yielded a concurrent validity coefficient of .93. In 1977, the California State Department of Education approved the BOLT test for use in the assessment of oral language skills. BOLT-English and BOLT-Spanish are independent components of the same instrument and based on the same organization. Each test assesses simple oral sentence patterns to more complex syntactical forms of the language. Administration of each test takes only six minutes and allows the objective classification of each student into one of four language categories including non-English speaking, limited English speaking and English speaking. Classroom packets in both English and Spanish are included, as is the BOLT-Spanish Technical Report. (RL)

ED 202 862 TM 810 269

King, Robert

An Analysis of Objective Strength Patterns from the Iowa Test of Basic Skills.

Northern Trails Area Education Agency. Clear Lake, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 81

Grant—USOE-IV-C-09012

Note—69p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). Prepared through Project MEASURE. Some pages may not reproduce clearly.

Available from—Bob King, Northern Trails Area Education Agency, Box M, Clear Lake, IA.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, Educational Assessment, Elementary Education, *Evaluation Methods, *Item Analysis, Mathematics, Reading Comprehension, *Scores, Test Construction, *Test Interpretation, *Vocabulary Skills Identifiers—*Iowa Tests of Basic Skills, Test Use

The preparation and use of an objective strength analysis report (OSAR) from the Iowa Test of Basic Skills (ITBS) are described. The OSAR was designed to answer two needs: (1) a format which allows the school to easily answer the question "which reading objectives need more emphasis and/or better materials or techniques in order to raise its reading scores"; and (2) an easy comparison between grades and through time in order to detect consistent strengths and weaknesses. A sample report from a real school, with a fictional name, is appended. An examination of the sample report shows that the ITBS divides the Reading Comprehension subtest into three conceptual subskills and 16 objectives. In this case, the OSAR shows seven strand scores for each of grades 3-8. These strands were chosen such that an average of six to 10 items are used to assess a conceptual area having some continuity across grades. Districts obtain the ITBS group item performance reports on a building-by-building basis. Copies are made for each basic skills teacher for the grades being assessed. (RL)

ED 202 863 TM 810 279

Matthews, Tom A. And Others

Use of Districtwide Test Scores to Compare the Academic Effectiveness of Schools.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Educational Quality, Elementary Education, Evaluation Criteria, Institutional Characteristics, *Multiple Regression Analysis, *Program Effectiveness, *School Districts, *Scores Identifiers—*Index of Academic Gains

The Evaluation Office of the Seattle Public Schools is currently engaged in a project that uses student test performance to identify educational program characteristics associated with academic gains. Methods used to develop an index of academic gains are described, and one method that best fits the following criteria was selected. It should be: (1) a measure of student gain in academic subjects such as reading and math in a single school year; (2) applicable to schools (rather than specific educational programs) as the primary educational unit; (3) relatively free of the effects of factors beyond the control of schools; (4) based upon sound methodological procedures; (5) adaptable to the test data currently on hand; and (6) easy to interpret and explain. The method finally selected was multiple regression of spring score on fall score, ethnic category, and free lunch eligibility, with school mean residual as the measure of academic gain. Steps currently being implemented to validate the index in school settings are discussed. (Author/RL)

ED 202 864 TM 810 280

Hoaglund, Mary. *Morehouse, Diane*
Local School District Planning, Evaluating and
Reporting: Minnesota's Alternative to Minimum
Competency Testing.

Pub Date—30 Mar 81

Note—16p.

Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, *Educational Assessment, Educational Objectives, Minimum Competency Testing, *State Legislation, *State School District Relationship

Identifiers—*Minnesota

Legislation dealing with competency testing in general falls into the following categories: (1) mandating uniform statewide minimum competency testing, to which high school diplomas and/or grade promotion is related; (2) mandating uniform statewide minimum competency testing to be used for improvement of instruction but not tied to grade promotion or high school diploma; (3) mandating that local districts develop their own testing programs and establish minimum standards for promotion and/or diplomas; (4) permitting local districts to establish minimum competency standards and establishing some restrictions on such standards; or (5) mandating that local districts provide annual assessment, with no requirement for minimum competency testing. In 1976, statutes were enacted in category five in Minnesota (the Planning, Evaluating and Reporting—PER—Legislation). This paper provides a description of this legislation, the results of the first two years' experience with its implementation, and a discussion of its strengths and weaknesses as opposed to minimum competency testing. Data from 1978-79 and 1979-80 reports to the Department of Education and from a 1980 survey of administrators, Board members, and citizens describe the kinds of planning, evaluating, and reporting taking place, and judgments of professionals and laymen about the process. Results show that PER has served Minnesota schools well, and provided a vehicle for constructive community participation in goal-setting and prioritizing. (Author/GK)

ED 202 865 TM 810 281

Fuchs, Victor E.

The Market Linkage.

Pub Date—81

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Federal Programs, *Industry, *Information Dissemination, *Marketing, *Models, Special Education

Identifiers—*Department of Education, *Market Linkage Project

The Market Linkage Project (ML) for Special Education and the Basic Skills Validation and Marketing Program are two federally sponsored marketing projects developed under contract by LINC Resources, Inc., a professional marketing organization, for the U.S. Department of Education. LINC developed the marketing programs to provide the option for the commercial production, publication, and distribution of federally funded programs and products. The marketing programs represent a dissemination model in which government and industry work together and, as such, the LINC model can be identified as the commercial or business model of dissemination. The ML provides the following benefits: (1) The product developer benefits from the satisfaction of publication and national or international distribution; (2) The federal government (taxpayers) benefits by obtaining the largest and most effective marketing and distribution system available for educational products at no cost; and (3) The publishing industry benefits by having a supply of quality products made available to it. (RL)

ED 202 866 TM 810 282

Holloway, Robert E.

A Methodology for Assessing the Implementation
of Educational Innovations: Analysis and Revision. Final Report.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—National Inst. of Education
(DHEW), Washington, D.C. Basic Skills Group.

Pub Date—Feb 81

Grant—NIE-G-78-0063

Note—47p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Instructional Design, Instructional Improvement, Instructional Innovation, *Multiple Regression Analysis, *Questionnaires, Secondary Education, *Secondary School Curriculum, Student Attitudes, Teacher Attitudes, *Test Reliability, *Test Validity

Identifiers—*Personalized System of Instruction, Project Advance, Unit of Analysis Problems

An analysis of measures used in assessment of innovation fidelity was studied. The purpose was to contribute to the development of valid and reliable methods of measuring critical elements of an innovation and identifying levels of implementation. Questionnaires were developed for high school introductory courses in English, calculus, and psychology. Controlling for student aptitude and teacher characteristics in the calculus and psychology courses, no significant relationships were found when the student was used as the unit of analysis. Scales used on the questionnaires had sufficient reliability (internal consistency and stability) to suggest that they measure recognized factors in these courses. The English student questionnaire was developed using the five categories: materials, structure, behavior, knowledge, and values. This is in contrast to the characteristics of the calculus and psychology courses which were based on activities found in most Personalized System of Instruction (PSI) course designs. After administration, several factor solutions were generated; these were not judged as good fits to the five logical categories. Recommendations are: (1) analyses of implementation be done using classrooms, not students, as the unit of analysis; (2) categories of study be based on course-specific design factors; and (3) multiple outcome measures be used as dependent variables. (Author/GK)

ED 202 867 TM 810 283

Wright, David J. And Others

National Assessment's Public-Use Data Tapes.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Bases, *Program Design, *Program Improvement

Identifiers—*Data Files, Data Management, *National Assessment of Educational Progress, Secondary Analysis

Data from the National Assessment of Educational Progress and accompanying machine-readable documentation are currently maintained on the National Military Command Information Processing System (NIPS) data base management system. National Assessment's data management and file processing systems, however, are not well-suited to secondary users. Because substantial resources and external assistance would be required to document the National Assessment data files more clearly and make them easy to use, the Education Commission of the States (ECS) participated in a National Science Foundation grant to study the utility of secondary analysis with National Assessment data. The design phase, compromise and rejected alternatives, implementation, contents of the public use data tapes, and utilization are described. Currently, National Assessment staff are involved in three tape-related activities: enhancing the existing tapes, creating new tapes, and developing an introduction to the public-use data tapes. (Author/GK)

ED 202 868 TM 810 285

Stake, Robert E.

Recommendations for Those Considering the Support of Naturalistic Case-Study Research.

Pub Date—[80]

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, *Case Studies, *Financial Support, *Proposal Writing, *Research Projects, Research Proposals

Identifiers—*Monitoring, *Naturalistic Studies

The Case Studies in Science Education (CSSE) is a large multi-site case study project with strong obligation for cross-site assimilation and interpretation. Researchers who prepared the CSSE for the National Science Foundation met in retrospective con-

ference in April, 1980. Among other things they discussed the scarcity of guidelines for solicitation and review of proposals for naturalistic case study research. A subgroup of them later prepared recommendations for writing a request for proposals (RFP), reviewing proposals, and project monitoring. Recommendations for writing a RFP were discussed in terms of information need, issues, personnel, selection of sites, research methods, reporting and dissemination, time lines, and multiple stage planning. Recommendations for reviewing proposals were discussed in terms of substantive issues, selection for sites, personnel, methods, time lines, and budget. Recommendations for project monitoring included that the funding agency train project monitors to recognize the difference between providing technical assistance and protecting the funding investment. The funding agency should have a better standard procedure for reviewing/vetoing any changes made in the conduct of the field study than it has had. (Author/RL)

ED 202 869 TM 810 286

Kemmis, Stephen

Seven Principles for Program Evaluation in Curriculum Development and Innovation.

Pub Date—Jan 80

Note—34p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Curriculum Development, *Definitions, Evaluation Methods, Foreign Countries, *Program Evaluation, Program Improvement

Identifiers—Australia

The definition of evaluation as a process of delineating, obtaining and providing information useful for making decisions and judgments about educational programs and curricula highlights the function of evaluative information of assisting decision-making. It reflects the concept of the role of evaluation in informing action at discrete decision points. It is important to recognize that a curriculum program and its evaluation are highly interactive throughout the curriculum development process. It is critical in deciding upon a definition to guide evaluation efforts that due importance is given to the pervasiveness of the evaluative dimension of all human activity, and to the fact that it is present in a range of individual and public judgment processes which exist whether or not an evaluation is formally commissioned or expected of project and program participants. Seven principles are offered which attempt to emphasize that evaluation forms a natural part of the critical thinking that guides the development process. (Author/GK)

ED 202 870 TM 810 288

Barber, Larry W.

Essential Elements in an Evaluation of School Change.

Pub Date—20 Mar 81

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Elementary Secondary Education, *Evaluation Methods, *Evaluators, *Role Perception, *School Districts

Boundaries are drawn, and essential elements in the evaluation of school change are suggested by a veteran public school system assistant superintendent in charge of performing evaluations for decision makers at the local level. The following essential elements are considered: (1) credibility—the most prized and critical of the elements of evaluation; (2) cooperation of decision makers—obtaining and keeping the cooperation of the Superintendent and the Board of Education; (3) adoption of an eclectic attitude about evaluation methodology—being fairly conversant with all current evaluation methods and how each method's component parts can be blended into a whole, a design or composition that when completed is understood and used by the client; and (4) adopting of self-imposed limits—the ability to know when to say no to requests to evaluate, e.g. not trying to evaluate a program that doesn't exist, and not evaluating personnel if the role is that of a program evaluator. The evaluator who evaluates programs almost always is disliked by his fellow educators, and when he attempts to evaluate people as well, generates immediate, long term, irreversible hatred to the point where cooperation to conduct future program evaluations will never occur. (RL)

ED 202 871 TM 810 290

King, Lynda A.

Generalizability Approach to Validity of Gender-Related Constructs.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, *Attitudes, Mathematical Models, Peer Evaluation, Rating Scales, Self Evaluation (Individuals), *Sex Role, *Test Validity

Identifiers—Constructs, *Generalizability Theory, *Multitrait Multimethod Techniques

The assessment of the multitrait-multimethod matrix is placed in the context of generalizability theory for the purpose of demonstrating the convergent and discriminant validity of gender-related constructs. Once convergent validity is established with the traditional generalizability/reliability approach, a two-factor (traits and methods) generalizability design is proposed, with the levels of the trait factor comprised of scores on three separate measures. In this latter design, emphasis is placed on examination of the subject x trait and the subject x method interactions, with equations presented to aid in interpreting the degree to which constructs account for unique variance in the measurement of sex-role attitudes. (Author/RL)

ED 202 872 TM 810 291

Friedman, David And Others

Adaptive Testing Without a Computer.

Research Applications, Inc., Rockville, Md.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-80-66

Pub Date—Mar 81

Contract—F33615-79-C-0018

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aptitude Tests, Arithmetic, *Armed Forces, *Correlation, *Testing, Word Recognition

Identifiers—*Adaptive Testing, Armed Forces Qualification Test, Armed Services Vocational Aptitude Battery, *Paper and Pencil Tests, Time Utilization

Three prototypes of paper-and-pencil based adaptive tests were developed, refined and developed in sufficient quantities for administration to groups of 40 subjects. Two aptitude areas were employed in each prototype. These were Word Knowledge and Arithmetic Reasoning. A total of 711 Basic Airmen Recruits were administered the prototypes in both aptitude areas as well as traditional paper-and-pencil tests of both areas. Additionally, enlistment scores on the Armed Forces Qualification Test (AFQT) and the Armed Services Vocational Aptitude Battery (ASVAB) were available for each subject. It was found that the adaptive tests correlated highly with like-named paper-and-pencil tests and correlations with AFQT and the ASVAB were about the same for traditional tests and adaptive tests. The adaptive tests showed a large advantage in time of administration ranging from savings of one-third to one-half. It is anticipated that a full adaptive test battery based on the prototypes would allow for the addition of about six more aptitude areas. This could provide better measurement by enabling more data to be collected on each examinee. (Author/RL)

ED 202 873 TM 810 292

Haladyna, Tom

A Common Metric for Integrating Research Findings.

Pub Date—[81]

Note—21p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Correlation, *Research Methodology, *Research Problems, *Statistical Analysis

Identifiers—*Meta Analysis, *Percentage of Accounted Variance

The choice of a common metric for the meta-analysis (quantitative synthesis) of correlational and experimental research studies is presented and justified. First, a background for the problem of identifying

a common metric is presented. Second, the percentage of accounted variance (PAV) is described as the metric of choice, and reasons are given for this choice. Third, two problems relating to the PAV are presented, and their solutions discussed. Finally, an optional procedure for meta-analysis is outlined which incorporates the PAV and the solutions to these problems. The characteristics of PAV are: (1) experimental or correlational results involving two variables, one an independent variable and the other a dependent variable, can be transformed into a PAV metric; (2) the metric ranges on a scale from zero to one; (3) PAV is statistically and computationally simple, and there are several statistical frameworks in which it can be computed; (4) the metric is the percentage of variance accounted in the dependent variable by the independent variable; (5) PAV can be recovered from most statistical results found in research reports; and (6) PAV is a meaningful statistic which can be generally applied to any bivariate relationship. (Author/RL)

ED 202 874 TM 810 294

Kemmis, Stephen Hughes, Clare

Curriculum Evaluation in Higher Education: Self Reflection in a Critical Community.

Pub Date—May 79

Note—27p.; Paper prepared for the Annual Meeting of the Higher Education Research and Development Society of Australasia (5th, Queensland, Australia, May 11-14, 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Course Evaluation, *Evaluation Methods, Foreign Countries, *Higher Education, Models, *Self Evaluation (Groups)

Identifiers—Australia (Queensland)

A conception of evaluation is developed which depends upon the self-reflective activities of those most closely involved in the development and teaching of a course. This model is based upon the critical theory of Jurgen Habermas, and focuses upon the way participant understandings of a course evolve through the process of critical debate. This evaluation approach capitalizes upon ways of knowing already familiar in the academic context. An attempt is made to demonstrate how the model has been adapted to the unique conditions of the Curriculum Development Centre in Canberra, and how it may be adapted for use in wider situations. Particular attention is given to the applicability of the approach to curriculum evaluation situations in higher education institutions. (Author/GK)

ED 202 875 TM 810 296

Wolmut, Peter Thomas, Gregory

COURSE: Computer Retrieval for Local District Planning and Evaluation.

Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Computer Programs, *Curriculum Development, Educational Assessment, Educational Planning, *Education Service Centers, Elementary Secondary Education, Item Banks, *School Districts, *Test Construction

Identifiers—Computer Managed Information, Computer Test Scoring, Goal Development, *Multnomah County Intermediate Educ District OR, *Tri County Course Goal Project

The Multnomah County Education Service District (MCESD) provides the following support services to the 12 school districts in its jurisdiction in the metropolitan Portland area: (1) curricular support in terms of developing measurable goals and objectives; (2) support for nationally and locally developed group tests; (3) development and field testing of test items along with Rasch calibration of the developed items; (4) special research and evaluation projects of a variety of sizes and descriptions; and (5) development and implementation of the various computer software support systems needed to support these activities. Over the past decade, the MCESD has coordinated the development and maintenance of the Tri-County Goal Development Project (T-CGDP). The T-CGDP collection of 26,000 goals has resulted in a published collection encompassing 4,500 pages organized into

13 curricular areas within 16 volumes. In addition, the Northwest Evaluation Association has produced Rasch-calibrated item banks in reading, language usage, and mathematics. MCESD has supported these developments with establishment of its own, raw, uncalibrated item banks defined by local needs. This paper describes the employment of COURSE to retrieve goals and items for customized test creation and PROTEUS for test processing. (RL)

ED 202 876 TM 810 297

Marsh, David D. And Others

Comparing Ideal and Real: A Study of Evaluation Practice in California Using the Joint Committee's Evaluation Standards.

Pub Date—Apr 81

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, *Evaluation Criteria, Evaluators, *Program Evaluation, *Program Implementation, *Standards

Identifiers—*California, *Evaluation Problems

The Joint Committee on Standards for Educational Evaluation, under the direction of Daniel Stufflebeam, completed standards for the practice of evaluation. Little is known about the extent of congruence between evaluation practice and the ideal as represented by the standards. The purpose of the study was to obtain information regarding how evaluation practitioners who are members of the California Association of Program Evaluators throughout the State, perceive the: (1) extent to which each standard is an ideal to be sought; (2) degree to which each standard is currently being performed by practitioners; and (3) major reasons why selected standards are currently not being met. An overall average of 97.6% of the respondents indicated the thirty standards as a whole should be retained as important ideals to guide the process and practice of evaluating school programs. The overall perception of the degree to which each standard is currently being performed was indicated to be less than a 3.0 rating on a five-point scale. The predominant single reason provided for low quality practice was a combination of evaluator incompetence, especially regarding standards emphasizing technical or design features, and bureaucratic/political constraints. (Author/RL)

ED 202 877 TM 810 298

Trohaski, Carolyn

Application of Innovation Configurations to Evaluation of NDN and Title IV-C Programs.

Pub Date—Apr 81

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Programs, *Measurement Techniques, *Program Evaluation, *Program Implementation

Identifiers—Elementary Secondary Education Act Title IV, *Innovations Configuration, *National Diffusion Network Programs

The construction and application of innovation configuration in assessing the implementation of adopted/adapted National Diffusion Network (NDN) programs and developmental programs funded by Elementary Secondary Education Act Title IV, Bureau of the Educationally Handicapped and Vocational Education, are presented. Implementation evaluation measures the degree that the program components of the original developer have been installed and are operating in the new site. In searching for a method of determining the status of implementation of adopted programs, the Pennsylvania State Facilitator chose the "Levels of Use" technique, a focused interview (and/or possibly an observation) in which the knowledge of a project or program is placed in a format known as a configuration. The configuration in a developmental program performs a documenting service. As the program goes through the testing phases, it is modified by keeping what works and discarding the rest. Therefore, a number of configurations could be con-

structed, each documenting a period in time in the developmental history. The innovation configuration can well serve the tools to measure implementation when the tools use descriptive narrative as a basis on which to judge the status of the implementation. (RL)

ED 202 878 TM 810 299
Gay, L. R.

The Case for Evaluation as a Type of Applied Research.

Pub Date—Apr 81

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Evaluation, *Research, *Scientific Methodology

Identifiers—*Evaluation Problems, *Evaluation Research

The position of this paper is that evaluation is a type of research. This conclusion is based on philosophy of science concepts, the nature of scientific method, and evaluation literature. The argument is made that scientific method is one of several inquiry strategies, that the terms scientific method and research are synonymous, and that evaluation is a type of research located at the applied end of a basic-to-applied continuum. Following exposition of the basic argument, supportive discussions are presented related to the role of evaluators, the nature of evaluation problems, the manipulation and control issue, and the use of evaluation results. The following conclusions are made: (1) energy being devoted to evaluation theory development should be redirected to more productive pursuits; (2) evaluators should be capable of differentiating between evaluations for which research designs are appropriate and those for which they are not. If appropriate, the goal should be the maximum amount of manipulation and control feasible; (3) evaluation should be treated as an area of specialization within research training programs; and (4) research courses should treat evaluation as a type of applied research. (Author/RL)

ED 202 879 TM 810 300

Abrami, Philip C. Murphy, Vincent

A Catalogue of Systems for Student Ratings of Instruction.

McGill Univ., Montreal (Quebec). Centre for Teaching and Learning Services.

Pub Date—Jun 80

Note—63p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attitude Measures, *Course Evaluation, *Educational Quality, *Higher Education, *Rating Scales, *Student Attitudes, *Student Evaluation of Teacher Performance

This catalogue briefly describes the following 12 systems for student ratings of instruction in higher education: (1) Purdue Cafeteria System (Cafeteria); (2) Course Faculty Instrument (CFI); (3) Arizona Course/Instructor Evaluation Questionnaire (CIEQ); (4) Endeavor Instructional Rating System (Endeavor); (5) University of Washington Instructional Assessment System (IAS); (6) Instructor and Course Evaluation (ICE); (7) Instructor and Course Evaluation System (ICES); (8) Instructional Development and Effectiveness Assessment System (IDEA); (9) Instructor Designed Questionnaire (IDQ); (10) Student Instructional Report (SIR); (11) Student Instructional Rating System (SIRS); and (12) Student Perception of Teaching (SPOT). The information provided is intended to be used as a starting point for faculty who are primarily interested in adopting one of these systems, but it may also be helpful as an aid to those designing local systems to meet unique needs. Selection criteria includes attention to careful development and empirical validation. Information typically included for each system consists of the title, contact, format, results, special features, development and validation, and references. (RL)

ED 202 880 TM 810 301

Knirk, Frederick G. And Others

Systematic Alternatives to Proposal Preparation.

Pub Date—16 Apr 81

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, *Decision Making, *Educational Development, *Management Systems, *Proposal Writing

Educators who have to develop proposals must be concerned with making effective decisions. This paper discusses a number of educational systems management tools which can be used to reduce the time and effort in developing a proposal. In addition, ways are introduced to systematically increase the quality of the proposal through the development of better objectives, the reduction of error due to typist inserted errors, and the likelihood of additional revisions and modifications because of the ease of editing a proposal as it is being developed. Educational systems management tools include: (1) Needs Assessment; (2) Delphi Technique; (3) Task Analysis; (4) ABCD Procedure; (5) GANTT charting; and (6) PERT Network. One of the most powerful tools in increasing the quality of a proposal involves the computer and/or word processing system. A set of computer programs which are specific in name, but general in function, and which facilitate attractive, coordinated, correct output includes TENEX (DEC-10 operating system), Scribe (text formatter) and MSG (electronic mail system). (Author/RL)

ED 202 881 TM 810 303

Cummings, Oliver W.

A Student-Centered Interpretation Technique Using Individual Performance on Skills Objectives of the Iowa Tests of Basic Skills.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Grant—NIE-G-80-0084

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *Cluster Analysis, Grade 4, Grade 5, Grade 6, Intermediate Grades, *Program Effectiveness, *Student Attitudes, *Teacher Attitudes, *Test Interpretation Identifiers—*Iowa Tests of Basic Skills

Research on an interpretation technique (IT) for using the Pupil Item Response Record (PIRR) of the Iowa Tests of Basic Skills (ITBS) to actively involve students in their test interpretation was presented. The major concern of the study was to determine whether the IT had any impact on attitudes toward or knowledge about the ITBS. Students in grades 4-6 used their own PIRR and Skill Summary Sheet (SSS), a listing of the major skills tested, to do their summarizations. A substantially different form of instrument was administered to 52 teachers in those grades. Preliminary results indicated: (1) a significant difference in knowledge found between students who had and those who had not been through the interpretation session; (2) a small, persistent decline, on average, in the students' attitudes of "caring about the test" over the three grades; (3) students' attitudes, at all grade levels, that most of the items covered material they had studied; (4) an attitude by students who participated in the IT that they had done better on the ITBS than students who did not participate; and (5) no immediate impact on either teacher attitudes or on teacher knowledge about the ITBS. (RL)

ED 202 882 TM 810 304

Archambault, Francis X., Jr.

Reviewing Papers for the Annual Meetings of State and Regional Educational Research Associations.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conference Papers, *Educational Research, Evaluation Criteria, *Professional Associations, *Regional Programs, *Selection, *State Programs, Surveys

Results of a survey designed to determine the procedures which State and Regional Educational Research Associations use to review papers for their meetings are presented. Lists of these organizations, including the names and addresses of contacts, were provided by the Special Interest Group (SIG) chairperson of the American Educational Research Association (AERA). Questionnaires were sent to 13 state associations and 10 regional groups. Usable responses were received from seven state associations and nine regional groups. The survey instrument consisted of 11 items, including five open-ended questions. Issues addressed by the questionnaire were: (1) frequency of meetings; (2) format of the presentations and other sessions found at these meetings; (3) procedures used to solicit and review papers, including the types of reviewers employed, the procedures for soliciting reviewers, and the criteria used by them to accept or reject papers; and (4) the acceptance rate resulting from the use of these procedures. Respondents were asked to use their last meeting as the basis for their response. The general conclusion reached was that a great deal of diversity exists in the way these associations plan for and conduct the professional aspects of their meetings. (Author/RL)

ED 202 883 TM 810 305

Donner, William W.

Research Into Use: The Social Contexts of Knowledge Transfer.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Note—65p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, *Career Education, *Educational Research, *Feedback, Instructional Development, *Instructional Improvement, *Linking Agents, Longitudinal Studies, *Research Utilization

Identifiers—*Information Transfer

The transfer of educational research into instructional practice through educational development is a complex process. A longitudinal study of five schools working with two development efforts illustrates the complexity of this process. Each development effort sought to create an "approach" that external linking agents could use to help schools modify their programs in specific areas. Data come from two years of participant observation and numerous interviews with teachers and administrators in the schools as well as linking agents from the development efforts. The study suggests that: (1) the knowledge transfer process consisted of four analytically distinct stages that overlapped in time; (2) developers rely on practical knowledge in different ways; and (3) teachers' practical knowledge is grounded in a pragmatic, concrete occupational culture. The knowledge transfer process is characterized by tension between research and practical knowledge which is worked out in different ways at each stage. (Author/GK)

ED 202 884 TM 810 306

Herrick, Michael J.

Research and Evaluation at the Grant Wood Area Education Agency: A Regional Education Service Agency's Perspective.

Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agencies, *Agency Role, *Education Service Centers, *Program Descriptions Identifiers—*Grant Wood Area Education Agency IA

The Grant Wood Area Education Agency (GWAEA) is a regional education service agency centered in Cedar Rapids, Iowa, serving 39 public school districts and 36 private school districts in a seven-county area. Area education agencies (AEA) in Iowa are separate legal entities, not arms of the State Department or the school districts who decide

to join them. The purposes of AEA are to equalize educational opportunities across a regional geographic area. This is accomplished by providing educational services, media services, and special education services to local school districts that cannot afford to provide these services for themselves. Funding for the GWAEA ultimately comes from local district property taxes and is computed on the basis of district enrollment. Approximately 80% of the budget goes to special education, 7% to media, and 12% to educational services. Educational services include inservice, data processing, and research programs. The inservice program provides consultants in the content areas of science, language arts, math, and social studies. The research program provides needs assessment, evaluation studies, grant writing, test scoring and reporting, etc. Since services are not mandatory, requests to the GWAEA are treated on a first-come, first-serve basis. (RL)

ED 202 885 TM 810 307
Alkin, Marvin C.

Recommendations for Improving Evaluation Utilization in Federal Education Programs (From the Report of the National Research Council Committee on Program Evaluation in Education).

Pub Date—13 Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, *Federal Programs, *Improvement Programs, *Program Evaluation

Identifiers—*Evaluation Utilization

Recommendations to increase the relevance of information, improve the communication of information, and increase user responsiveness to information are presented. Recommendations include the following: (1) the Department of Education (ED) should institute a flexible planning system for evaluations of federal education programs; (2) congressional requests for evaluation should identify the kind of question(s) to be addressed; (3) in evaluation initiated by the ED, the kinds of evaluation activities to be carried out should be specified clearly and should be justified in terms of program development or program implementation; (4) the ED should ensure that dissemination of evaluation results achieves adequate coverage; (5) the ED should observe the rights of any parties at interest and the public in general to information generated about public programs; (6) the ED should test various mechanisms for providing linkage between evaluators and potential users; and (7) the ED should provide funds for training programs in evaluation to increase the skills of individuals currently charged with carrying out or using evaluations and to increase the participation of minorities. While no formal recommendation was made to increase user responsiveness to evaluation, it was suggested that the ED consider a plan requiring evaluation use reports. (RL)

ED 202 886 TM 810 308
Scherer, Jacqueline

Reappraisal of Social Network Research in Educational Contexts.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—13 Apr 81

Contract—400-79-0007

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, *Networks, *Research Problems, *School Community Relationship, *Social Science Research

Identifiers—*Social Networks

Three network studies in education are reviewed in order to assess the current "state of the art." New directions for developing social network analysis (SNA) in education, based upon experiences from a study of school-community relations in Pontiac, Michigan, are suggested. One concern for the future of SNA stems from the elevation of distrust among participants in a turbulent environment such as Pontiac's. As a result, the kinds of reflective questions

that are posed by network researchers are often greeted with suspicion and apathy making data difficult to verify. Another concern is that the attention focused on structure may obscure the interest in process. A third concern is for the explanatory usefulness of SNA. From an ecological perspective, education should be incorporated at the local level within a more general social service rubric that includes youth groups, churches, recreational agencies, child health agencies, and family organizations. The major tasks confronting network researchers are: (1) developing more adequate data collection techniques that can be validated; (2) incorporating more dynamic analyses of network processes; and (3) linking network research studies to theoretical development in many disciplines. (RL)

ED 202 887 TM 810 310
Adams, Kay A.

The Keen Edged Feather: Intuitive Analysis and Reporting of Qualitative Evaluation Data.

Pub Date—Apr 81

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Analysis, Educational Assessment, *Evaluation Methods, Program Evaluation Identifiers—Evaluation Problems, *Qualitative Analysis, *Qualitative Data, *Qualitative Research

Some of the methodological problems in analyzing and reporting qualitative data are addressed, and some solutions based on recent experiences in conducting several qualitative studies are proposed. The following are some guidelines for implementing an intuitive approach to analyzing and reporting qualitative data: (1) use a team of evaluators; (2) focus the evaluation around critical issues which emerge on site; (3) test preliminary findings; (4) begin analysis on site; (5) give an oral debriefing to key respondents at the end of the visit; (6) strategically use direct quotes; (7) use triangulation and multimethod approaches; (8) report qualitative findings thoroughly; and (9) work with decision makers to accept qualitative findings. In a sense, wrongness may be easier to control in a qualitative study than a quantitative study since the evaluator has fuller information about the condition under which data have been collected. (RL)

ED 202 888 TM 810 311
Keech, Catharine Lucas

Neglected Areas in Evaluating Writing Performance.

Pub Date—17 Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Program Evaluation, Testing Problems, *Writing (Composition), *Writing Evaluation, *Writing Skills

The heavy concentration of time and funds to measure writing performance is the major reason other areas deserving scrutiny are so often neglected by evaluators. Three failings typical of the field of writing assessment as it is conducted for the purpose of program evaluation are: (1) a failure to view writing as a multiple construct; (2) a failure to treat writing as a process; and (3) a failure to get the most or the best information from writing samples. Each of these failings is briefly discussed. Among other things, a good writing program may change the way a student uses his writing time, helping the student begin sooner, devote more time "in toto", apply invention strategies, revise at a deep rather than merely a surface level, and proofread with greater awareness of the audience's needs. The natural irregularity of performance during development as new skills are being acquired is familiar to cognitive psychologists, but evaluators of writing programs have not typically learned how to take into account the fact that a student may score high on specific criteria during the pre-test, and score low on the same criteria during the post-test. (RL)

ED 202 889 TM 810 312
Sandifer, Paul D.
The Evolution of a Test of Adult Functional Competency.

Pub Date—13 Apr 81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Grade 11, *Graduation Requirements, *Minimum Competency Testing, *Program Development, *State Legislation, State Programs, *Testing Problems, Testing Programs Identifiers—South Carolina, *South Carolina Statewide Testing Program

Some insights into the development of an eighth grade test of "adult functional competency" are provided. The evolution of the test from its first mention to its translation into a test item pool is traced. An attempt is made to identify some of the instructional, measurement, and legal implications inherent in various decisions which shaped the test development process. The specifics of this paper are peculiar to a test required as part of the South Carolina Basic Skills Assessment Program; however, many of the aforementioned implications are applicable to test development projects carried out in other settings. (Author/GK)

ED 202 890 TM 810 313
Alkin, Marvin C. Stecher, Brian M.

Evaluation Information Use by Site Level Decision Makers: Methodological Issues.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—13 Apr 81

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, *Decision Making, Elementary Education, *Interviews, *School Districts

Identifiers—*Evaluation Research, *Evaluation Utilization

The general goals of the study were: (1) to obtain the decision maker's perspectives on evaluation, how he defines it, how he carries it out; (2) to better understand the role of evaluation in site level decision making; and (3) to identify important characteristics of evaluation and of the school setting that affect the level of evaluation utilization at the school site. The methodology of the Decision Maker Study is detailed, describing the selection of the respondent sample, the elaboration of the interview strategy and format, the training of the interviewers, the collection of the interview data, and the several analysis activities—some complete, others in progress. Multiple strategies for data analysis included directed discussions, selected reviews of written data summaries, human data banking and an independent "quotation analysis." This many-faceted approach gave added validity to the themes and patterns of interactions uncovered in the study. (Author/RL)

ED 202 891 TM 810 314
Berke, Iris Polk

Evaluation and Incrementalism: The AIR Report and ESEA, Title VII.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Educational Policy, English (Second Language), *Federal Programs, *Program Evaluation, Spanish Speaking Identifiers—*American Institutes for Research, *Elementary Secondary Education Act Title VII, Limited English Speaking

An impact evaluation of the Spanish/English component of the federal Bilingual Education Pro-

gram (BEP) was done by the American Institutes for Research (AIR) between 1974-76. The AIR evaluation took three years, cost \$2 million, and examined many aspects of the BEP. This paper explores the influence of the AIR evaluation on the 1978 reauthorization of the BEP. The evaluation had a greater influence on the Executive Branch than on Congress. The Executive Branch institutionalizes solicitation and utilization of evaluation to a greater degree than does Congress. Because Congress must deal with the entire spectrum of legislation, it must amalgamate more information of a different nature than the Executive. Congress placed greater weight on the media and constituent testimony than on the AIR evaluation findings in developing Title VII's 1978 reauthorization. However, as long as the issues which were addressed in the AIR evaluation remain important issues in the BEP, the findings of that evaluation will continue to influence the incremental evolution of bilingual education policy. (Author/RL)

ED 202 892 TM 810 315

Anderson, Lorin W. Jones, Beau Fly

Designing Instructional Strategies which Facilitate Learning for Mastery.

Pub Date—Apr 81

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Instructional Design, *Instructional Improvement, *Mastery Learning, *Teaching Methods

The "state of the craft" of instruction within the context of the mastery learning model is discussed. Little has been said in the past about specific instructional strategies that are applicable to particular instructional units or objectives, or to the daily classroom life of teachers. This paper is organized into six major sections. The first section outlines the general instructional conditions and procedures described in books and articles dealing with mastery learning. The second section discusses two aspects of the initial group-based instruction: teaching to objectives and the use of appropriate teaching methods or presentations. The third section focuses on the importance of proper sequencing of instructional activities and units. The fourth section presents information concerning corrective instruction. The fifth section briefly details the types of enrichment activities used in existing mastery learning programs. Finally, the sixth section presents ideas concerning the role of classroom management in complementing a mastery learning instructional program. Many of the instructional strategies described are those which research indicates are related to increased student involvement in learning and/or increased student achievement. (RL)

ED 202 893 TM 810 316

Stecher, Brian

Constraints and Encouragers to Evaluation Utilization at the School Level.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[81]

Note—31p.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Decision Making, Elementary Education, *Interviews, *School Districts
Identifiers—Evaluation Problems, *Evaluation Research, *Evaluation Utilization

To obtain a better understanding of evaluation utilization in school-level decision making, principals, special program coordinators, and resource teachers in 22 elementary schools in a large urban school district were interviewed. Some of the more prominent elements in the evaluation process that constrain or encourage evaluation utilization were analyzed. A "constraint" to evaluation utilization was defined as something that a typical administrator would find limits his/her choices or understanding. An "encourager" to evaluation utilization was something that increases an administrator's understanding. Three of the general features that emerged from the data—proximity, competing demands on time, and psychosocial variables—were discussed

and their actions as constraints and encouragers to evaluation utilization were analyzed. Sharers, i.e., cooperative decision makers, made the greatest use of evaluation information that arose at the local level and had more direct personal contact. Confronters, i.e., decision makers who were more directive about change, appreciated the clout that came from evaluations generated by higher authority at other levels of the organization. A number of suggestions were made to increase evaluation utilization at the site level. (Author/RL)

ED 202 894 TM 810 319

Holley, Freda M. Hickman, Randall C.

Research on Teacher Evaluation: Needs and Realities.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Contract—OB-NIE-G-80-0116

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, *Research Needs, *Teacher Evaluation
Identifiers—*Evaluation Problems, *Evaluation Research

Two major functions of teacher evaluation documentation are to serve to help rationalize the process it documents, and to serve an evidential role, justifying decisions concerning personnel, policy decisions, etc. In sum, teacher evaluation documents provide access to teacher evaluation practice, the notion of teacher competency behind it, and some effects of the institutional and bureaucratic context in which teacher evaluation takes place. The materials for this analysis comprise separate teacher evaluation documents, all originating since 1974, from 12 large school districts across the nation. From the 50 documents a general picture of teacher evaluation procedures emerges which has the following features: (1) an effort to consult with the teacher and keep the teacher informed concerning the process and its results; (2) classroom observation is a ubiquitous feature; (3) diagnosis, counseling, and the offering of assistance take place; (4) a final judgment is reached based upon the relevant data; and (5) alongside the formal evaluation process, there is provision for an informal evaluation process which can give a large measure of discretionary power. Document features reflecting system needs are outlined, along with the most urgent teacher evaluation needs for research. (RL)

ED 202 895 TM 810 320

Holley, Freda M Totusek, Patsy

Promoting Evaluation Utilization: The True Confessions of a Workshop Planner.

Pub Date—Apr 81

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Planning, *Program Evaluation, *School Districts, *Workshops
Identifiers—*User Needs

Six workshop plans that can engage the audience in a school system while communicating knowledge about evaluation, evaluation methodology, or evaluation findings are presented. Recognition of user characteristics is the key to these workshop designs. The designs are labelled "script," "forecast," "simulated use," "skit," "needs assessment," and "critique." The following principles are included upon which workshops must be structured: (1) provide an incentive for attendance; (2) present the information in the format and context that will be encountered by participants outside the workshop; (3) provide written explanations to be used as reference materials; (4) time the workshop to allow leisurely review of the information before actual use is needed; (5) decide who would have the greatest credibility in presenting the information to the target audience; (6) never assume school district personnel or parents are acquainted with simple

evaluation terms; (7) anticipate questions which might be asked during workshop sessions; and (8) gear the mode and content of the presentation to the background, interests, and educational level of the audience. A chapter on workshops and conferences taken from the author's Handbook on Communication for Researchers and Evaluators is appended. (RL)

ED 202 896 TM 810 321

Kean, Michael H.

No Deserving Poor Refused: Providing Evaluation Services During Hard Times. Draft Copy.

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, *Cooperative Planning, *Educational Assessment, *Retrenchment, *School Districts, *Self Evaluation (Groups)
Identifiers—Office of Research and Evaluation, *Small Project Assessment Service

Following an examination of alternative means of providing evaluation services in the absence of additional resources, the Small Project Assessment Service (SPAS) is described. Two types of cooperative research endeavors had been considered—those involving outside (non-school district) organizations such as universities, and those involving in-house (school district) personnel from offices other than the Office of Research Evaluation (ORE). The SPAS is an example of an operational in-house cooperative research system and was developed by the School District of Philadelphia's ORE. This service is designed to assist directors of small projects (which do not have sufficient funding to fund evaluation services) to assess their own projects. The SPAS makes available to project directors the technical expertise of ORE personnel to help them in their assessment efforts. The SPAS is a process involving the following steps: (1) completion of a Project Outline Form by the project director and forwarding it to ORE for review; (2) a meeting of the project director and ORE to complete the "Project Assessment Plan"; (3) conducting the project assessment and forwarding the data to the ORE auditor; and (4) review by ORE of the implementation of the assessment and certifying its accuracy. (RL)

ED 202 897 TM 810 322

Popham, W. James

Measurement Concomitants of Competency-Oriented Instruction.

Pub Date—Apr 80

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Policy, Equated Scores, Graduation Requirements, *High Schools, *Minimum Competency Testing, *Program Implementation, Standards, *Testing Problems, Test Selection

Six measurement-related problems which face educators attempting to implement minimum competency-oriented instruction (MC-OI) are isolated. They are: (1) choosing appropriate competencies to measure; (2) acquiring appropriate tests; (3) setting standards for MC-OI; (4) selecting suitable sanctions; (5) providing equidifficult examination opportunities; and (6) linking competency tests to norm-referenced measures. Strategies are suggested for coping with each problem. When choosing competencies to measure, the media must be informed well in advance of the test-taking just what rationale underlies the selection of competencies. Teachers need tests chosen which provide cues for instructional decision-making. Whether standard-setting is to be considered a matter only for professional judgment, or a matter for community judgment, should be made clear at the outset to all those involved in the competency program. In an effort to avoid litigation from disgruntled parents of students who fail to pass a minimum competency test, some administrators are devising a system of including various kinds of endorsements on its diplomas. The Rasch model provides a solution to the test equating problem. Although it seems sensible to have a local criterion-referenced competency test

satisfy federal requirements for norm-referenced tests, complexities and legal difficulties must first be overcome. (RL)

ED 202 898 TM 810 323

Popham, W. James

Key Decision Points in a Contractor's Response to an RFP.

Pub Date—Apr 80

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Criteria, *Decision Making, *Educational Research, *Proposal Writing, *Research Proposals

Identifiers—*Contract Officers, *Requests for Proposals

Two fundamental choices facing a prospective contractor receiving a request for proposal (RFP) are detailed—namely, whether to respond, and how to respond. Criteria to be considered when deciding whether to respond include the contractor's capabilities, requisite time to carry out the project, requisite time to respond to the RFP, incentives, impact, cost, re-usable products, insights, and counterpart competence. Criteria to be considered when deciding how to respond include the level of detail, tone, what to stress, a move beyond the RFP's prescriptions, and costs. A proposal needs to: (1) be responsive to the emphases of the RFP; (2) stress the special strengths of the contracting agency; and (3) include a series of tangible extras (some of them at no additional cost) which would make the project a winner. Two excerpts from an actual objectives-identification proposal to the South Carolina Department of Education are appended and illustrate both the choice of proposal style and suggested extra services and products. (RL)

ED 202 899 TM 810 327

Rowold, Milam C. Cook, Gillian E.

The Effects of Accommodation for Cognitive Style in the Performance of Rural, Mexican American High School Pupils.

Pub Date—16 Apr 81

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Aptitude Treatment Interaction, *Cognitive Style, High Schools, *Instructional Design, *Mexican Americans, *Pretests Posttests, *Rural Schools, Scores, *Teaching Methods

Identifiers—Expository Teaching, Field Dependence Independence, *Group Embedded Figures Test (Witken), Texas (South)

The field independent/field dependent tendencies of one-hundred and forty-three (143) Mexican American pupils in two rural, South Texas high schools was assessed. Teachers were given training in the educational implications of cognitive style on the learning process, and training to operate a classroom model designed to accommodate a specific cognitive style: global or analytical. Pupils participated in a one-week How To Study Unit which both matched and mismatched pupils with teacher style and with the preferred and non-preferred mode of delivery of instruction by teachers. A pre and post test of the How To Study Unit content was analyzed for variance, and it was found that teacher-pupils style matching did not account for differences in cognitive performance. Significant differences were found to be related to the preferred or non-preferred mode of delivery of instruction by teachers at the .035 level. The study has implications for instructional programs serving rural, Mexican American pupils. (Author)

ED 202 900 TM 810 329

Gooding, C. Thomas

Faculty Development and Current Problems in Accountability in Great Britain.

Pub Date—Mar 80

Note—14p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Norfolk, VA, March, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Achievement Tests, Foreign Countries, High Schools, *National Programs, *Norm Referenced Tests, Surveys, *Teacher Attitudes, *Testing

Identifiers—*Great Britain

In an attempt to identify classroom teacher views of national achievement testing, and to examine potential implications for classroom practice and faculty professional development, 124 teachers in Great Britain were surveyed. Data gathered from the survey indicated: (1) 65% of the teachers were generally opposed to national achievement testing in the schools; (2) 60% said that if national achievement testing were put into practice, they would prefer utilizing criterion referenced evaluation rather than norm referenced tests; (3) two-thirds indicated that they would increase their direct test review time; (4) 50% believed that a system of national achievement testing could lead to a more test oriented curriculum; (5) the majority believed that they have not been adequately informed or consulted with respect to the design of the Assessment of Performance Unit (APU) test; and (6) 45% reported that they were concerned that the testing of their students could possibly result in a scheme of faculty evaluation which would be based in part on how well their students performed on the national tests. (RL)

ED 202 901 TM 810 331

Baenen, Nancy R. And Others

How Competent is Competent? Does the State or Local District Know Best?

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, Educational Administration, *Educational Assessment, *Graduation Requirements, High Schools, *Minimum Competency Testing, *School Districts, *State Programs, State School District Relationship

Identifiers—*Austin Independent School District TX, Sequential Tests of Educational Progress, Texas Assessment of Basic Skills

During the spring of 1980, Texas tested all of its ninth graders for the first time as part of a legislatively-mandated competency program. This forced all Texas districts which already had established programs to decide whether to drop, modify, or retain them. The political, economic, and practical information which was important within the Austin Independent School District (AISD) in making this decision is presented, along with a comparison of the students considered competent under both systems. Austin's decision, which involved raising the State standard and incorporating the Texas Assessment of Basic Skills (TABS) test into the AISD's own system, is presented. The AISD system included achieving a raw score while in grades 9-12 equivalent to the national median performance by grade 8 students on the annual administration of the Sequential Tests of Educational Progress (STEP). The practical, economic, and political implications of this decision are examined. (Author/RL)

ED 202 902 TM 810 333

Smith, Richard M.

An Analysis of the Individual Effects of Sex Bias.

Pub Date—Mar 81

Note—37p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, Higher Education, Individual Differences, *Measurement Techniques, *Sex Bias, Sex Differences, *Test Bias, *Testing Problems, *Test Items

Identifiers—*New Jersey College Basic Skills Placement Test

Most attempts to correct for the presence of biased test items in a measurement instrument have been either to remove the items or to adjust the scores to correct for the bias. Using the Rasch Dichotomous Response Model and the independent ability estimates derived from three sets of items, those which favor females, those which favor males, and neutral items, it is possible to examine the in-

dividual variability of the ability estimates and the consequences of group correction efforts. In this study, in which the Logical Relationships test contained in the New Jersey College Basics Skills Placement Test was administered to approximately 47,000 freshmen, it was found that only 43% of the women and 46% of the men had their highest ability estimates on the sets of items that supposedly favored their sex, while 34% of the women and 25% of the men had their highest ability estimates on the sets of items that were supposedly biased against them. Any correction for bias based solely on group membership would harm as many people as it helped. Correcting for bias must include some measure of the effect of bias on that individual. (Author/RL)

ED 202 903 TM 810 336

Schwarzer, Ralf

Worry and Emotionality as Separate Components in Test Anxiety.

Pub Date—[80]

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Affective Behavior, Elementary Secondary Education, Foreign Countries, Grade 6, Grade 9, Longitudinal Studies, *Sex Differences, *Test Anxiety, *Test Reliability, *Test Validity

Identifiers—*Emotions, Test Anxiety Inventory (Spielberger), West Germany, *Worry

An investigation of worry and emotionality as different components of test anxiety is presented through a longitudinal study of subjects in grades 6 and 9. The study aimed at describing and explaining the development of school-related anxiety, dissatisfaction and the perceived learning environment. By confirmatory factor analysis with boys and girls independently, the separation of worry and emotionality as test anxiety components proved successful. The Test Anxiety Inventory (TAI), a self-report scale designed to measure individual differences in test anxiety as a situation-specific trait, was used in the study. The instrument proved to be promising as a reliable and content valid measure to assess cognitive and emotional facets of dispositional situation-specific test anxiety. (Author/GK)

ED 202 904 TM 810 337

Schwartz, Terry Ann Kaplan, Michael H.

Operationalizing Triangulation in Naturalistic Evaluation: Community Education in Kanawha County (WV).

Pub Date—10 Apr 81

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Community Education, *Data Collection, *Evaluation Methods, *Program Evaluation

Identifiers—*Kanawha County Schools WV, *Triangulation

The benefits accrued through the use of triangulation as both a design strategy and an analytic tool cannot be overstated. Triangulation allows for the clustering and organizing of disparate yet related data. Finding out what the data have in common and how the data are different allow the researcher to eliminate (or reduce) the number of plausible rival hypotheses which might explain such data. Triangulation was applied in an evaluation of a community education (CE) program in Kanawha County (KC), West Virginia. Interviews and questionnaires were constructed to gather information relative to the following questions: (1) How successful is the program in KC in achieving its outcomes? (2) How effective is the program in KC in providing services? (3) How efficient is the program in KC in delivering services? (4) What are the major strengths and weaknesses of the program in KC? and (5) What difference has the CE program in KC made in the lives of the residents? Information was collected from CE staff, school faculties, school administration members, community residents, community agency officials, and school-age children. Two methodological approaches, descriptive and case, were used in the operationalization of the evaluation. (RL)

ED 202 905 TM 810 349Moskowitz, Joel M. *And Others*

A Process and Outcome Evaluation of a Magic Circle Primary Prevention Program.
Pacific Inst. for Research and Evaluation, Napa, Calif.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date—29 Aug 80

Note—53p.; For related document, see TM 810 350.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Elementary School Teachers, Formative Evaluation, Grade 3, *Group Discussion, *Inservice Education, Primary Education, *Program Evaluation, Self Esteem, *Student Participation

Identifiers—Human Development Program, *Magic Circle

In an evaluation study employing a pretest-posttest control group design, 13 elementary schools were paired based on characteristics of their student bodies, faculties, principals, and special programs. One school from each pair was randomly assigned to experimental and control conditions. Third grade teachers in the experimental schools were provided with in-service training in the Magic Circle primary prevention strategy. Process evaluation data included: (1) documentation of in-service training by outside observers; (2) teacher feedback on individual training sessions; (3) questionnaire surveys of teachers at the end of training and the school year; (4) interviews with a sample of teachers and principals; (5) observations of classroom implementation, and (6) weekly reports by teachers about classroom implementation. Process evaluation showed that the teachers mastered most of the skills taught, and they found most of them to be useful in the classroom. Student- and class-level analyses of variance/covariance on outcome data showed that boys in the experimental group had significantly higher social self-esteem at the end of the school year. No effects of Magic Circle were obtained for girls, and the level of exposure to Magic Circle was not related to experimental students' post-test outcomes. (Author/GK)

ED 202 906 TM 810 350Schaps, Eric *And Others*

A Process and Outcome Evaluation of an Affective Teacher Training Primary Prevention Program.
Pacific Inst. for Research and Evaluation, Napa, Calif.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date—25 Nov 80

Note—59p.; For related document, see TM 810 349.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Environment, *Drug Abuse, *Elementary School Teachers, Formative Evaluation, *Inservice Education, Intermediate Grades, *Program Evaluation, Program Implementation

Identifiers—*Effective Classroom Management (Elementary)

Effective Classroom Management (ECM)-Elementary, an in-service course in which teachers were taught various communication, problem solving, and self-esteem enhancement techniques was evaluated. Process evaluation data included: (1) documentation of in-service training by outside observers; (2) teacher feedback on the individual training sessions; (3) questionnaire surveys of teachers at the end of training and the end of the school year; (4) interviews with a sample of teachers and principals; and (5) observations of classroom implementation. Process evaluation showed that the teachers highly regarded the training, used the skills competently in their classrooms, and found the communication and self-esteem enhancement (but not the problem solving) techniques useful. An analysis was conducted to determine whether the teachers' rates of implementing the techniques in the classroom were related to student outcomes; no such relationships were detected. (Author/GK)

ED 202 907 TM 810 369

Malecki, Maryanne Goodman, Frederick J.

The Utility of Policy Research in the 1980's (Doing Credible Research in a Political Setting).
Pub Date—Apr 81

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Research, Field Studies, Higher Education, *Politics, *Research Problems, Research Proposals

The relation of research to politics is described in three stages: (1) securing the contract in response to a request for proposals (RFP) format; (2) conducting the actual field research on site and in a university setting; and (3) securing final sign off on the completed research product. A second purpose of this paper is to compare the conventional use of empirical research language and assumptions of conducting credible research with actual experience in each of the three stages of conduct. A final purpose of this paper is to speculate on what this experience means to each of the six parameters of conducting credible field research by addressing the following six questions: Are state funded research ventures politicized? Does the RFP format guarantee problem focus? How do joint local community-state agency oversight arrangements govern? What are the political expectations for the meaning of feasibility assessment? How are long-standing political feuds and impasses expressed during the conduct of field research? What is the political relationship of the academic researcher to the conduct of field research? (Author/GK)

ED 202 908 TM 810 378Noel, Kent L. *And Others*

Improving the Effectiveness of Advance Organizers by Providing Instructions on Their Use During Study.
Pub Date—[80]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, Cues, Grade 12, *Learning Activities, *Recall (Psychology), *Retention (Psychology), Secondary Education, *Sex Differences

The effects of instructions for using advance organizers upon the learning and retention of new information were examined. The special instructions explained an organizer's function and directed students to use the advance organizer. An advance organizer treatment, an advance organizer with special instruction treatment, and a no advance organizer treatment were randomly assigned to 71 high school seniors. Immediate and delayed tests were administered and the scores were analyzed using a repeated measures design. While there were no significant differences among any of the groups on the results of the immediate test, females receiving the advance organizers with special instruction treatment performed significantly better on the delayed test than either females receiving the no advance organizer treatment or males receiving any of the three treatments. It was also inferred that females possessed more extensive schemata relative to the content of the new learning than males. It was concluded that instructions for using an advance organizer facilitate the organizer's effectiveness provided that the organizer reflects a schemata of the target group. (Author/GK)

ED 202 909 TM 810 379

Schmitt, Alicia P. Crocker, Linda

Improving Examinee Performance on Multiple Choice Tests.
Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Error of Measurement, Higher Education, *Multiple Choice Tests, *Response Style (Tests), *Test Anxiety, Testing Problems, Test Reliability, Test Wiseness

Identifiers—Mandler Sarason Test Anxiety Questionnaire

The effectiveness of a strategy for improving performance on multiple choice items for examinees with different levels of test anxiety was assessed. Undergraduate measurement students responded to the Mandler-Sarason Test Anxiety Scale and to an objective test covering course content. Results indicated that, for most examinees, generation of an answer before selecting a multiple choice response led to higher test performance, but for highly test anxious examinees, there was a negative effect on performance. Students with less test anxiety might have focused their attention more on the task at hand and thus used more effectively the thought processes involved in generating answers before approaching the multiple choice alternatives. This approach would be most beneficial to students who have real knowledge of the content being tested. Other variables of the test situation, such as impulsive answering, guessing, and other response sets might also be reduced. The experimental strategy resulted in smaller error of measurement and higher test reliability. (Author/GK)

ED 202 910 TM 810 383

Taylor, Hugh

The Effects of Contract Grading on Student Motivation.
Pub Date—17 Apr 81

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, *Grading, Higher Education, *Performance Contracts, Student Characteristics, *Student Motivation

A selected review of the effects of various grading systems on student motivation at the university level has been summarized and interpreted. Particular emphasis is devoted to contract grading and the identification of student characteristics, both personal and intellectual, that appear to interact favorably with this relatively new grading procedure. The limited literature dealing with the motivational effects of grades particularly at the university level is reviewed. A summary is presented of selected studies on contract grading that have implications for increasing student motivation. Suggestions for future research are presented; these are based on the principles of contract grading as they relate to an attributional theory of motivations. (Author/GK)

ED 202 911 TM 810 391

Weber, Larry J. Frary, Robert B.

Profile Uniqueness in Student Ratings of Instruction.
Pub Date—16 Apr 81

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cluster Analysis, Evaluation Methods, Higher Education, Statistical Analysis, *Student Evaluation of Teacher Performance, Test Interpretation

Identifiers—Likert Scales

An approach to partitioning the variance in student ratings not previously reported in the literature is described. The new approach provides an alternative basis for interpreting faculty evaluations that overcome objections to current practices. Student responses on evaluation forms were cluster-analyzed to establish homogeneous subgroups of students within classes who exhibited distinct evaluation profiles. All classes were subjected to profile analysis for parallels across groups. Results caused investigators to seriously question the continued use of traditional methods of interpreting student ratings on the basis of averaging responses across each item and reporting the resulting means. The investigators recommend reporting profiles from clusters of student ratings as far superior to the typical reporting of evaluation results. That is, it is more sensible to emphasize the existence of differing rating constituencies than to obscure them through averaging. An approach such as the one proposed would prevent invidious comparisons between instructors based on small scale differences and would provide both administrators and instructors with much more concrete bases for decision making. (Author/GK)

ED 202 912 TM 810 394

Weissman, Arlene N.

Randomized Response Versus Direct Questioning: Two Methods for Asking Sensitive Questions Over the Telephone.

Chilton Research Services, Radnor, Pa.
Spons Agency—New York State Div. of Substance Abuse Services, New York, N.Y.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Data Collection, *Drug Use, Individual Characteristics, Pilot Projects, *Questioning Techniques, *Sampling, *Statistical Surveys

Identifiers—New York (New York), *Randomized Response Technique

A pilot study to ascertain the most cost-efficient and statistically reliable way of obtaining data on drug use by means of the telephone was conducted. Typically, surveys of sensitive or stigmatizing information have been contaminated by an unknown amount of error due to evasive or incorrect responses. The randomized response technique, which reduces bias by providing privacy or confidentiality for respondents, is described. Data is presented comparing the randomized response technique and direct questioning as ways of asking the survey items and obtaining valid results. For this pilot study, 203 households in the five boroughs of New York City were interviewed. Results indicated that there were no significant differences in the rates of cocaine, PCP, LSD, and heroin use described by the 88 persons that were questioned directly and 60 that used the randomized response technique. Results of chi-square tests conducted among the background characteristics of the respondents indicated that younger single persons who have used drugs may be more predisposed to the randomized response technique. (Author/RL)

ED 202 913 TM 810 396

Reed, Richard

The Results of a District-Wide Equating Study.

Los Angeles Unified School District, Calif.

Pub Date—14 Apr 81

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Equated Scores, Reading Achievement, *School Districts, *Testing Problems, *Testing Programs

Identifiers—California Assessment Program, *Comprehensive Tests of Basic Skills, Equipment Equating, Los Angeles City Schools CA, *Survey of Essential Skills

The Los Angeles Unified School District has been concerned over the excess testing of elementary school pupils, particularly those who are in special programs. When the Board of Education decided to have yearly testing of pupil progress using a locally developed criterion-referenced test, the intention was to replace a previously used norm-referenced test. During the 1978-79 school year, a three-year equating study was begun. When it is completed, the District will be able to use its locally developed Survey of Essential Skills (SES) test in place of the Comprehensive Tests of Basic Skills (CTBS) testing for reporting Title I pupil progress. During the three-year period, all Title I pupils in grades 1 to 6 will be given both the CTBS and SES tests. The scores will be equated each year using the equipercentile method. The first two years of the study have been completed. This report examines the steps used and problems encountered. Preliminary findings suggest that all minimum conditions for a successful equating study have been met. (Author/GK)

ED 202 914 TM 810 400

Jensen, Arthur R.

Taboo, Constraint, and Responsibility in Educational Research.

Pub Date—15 Apr 81

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Research, *Ethics Identifiers—*American Psychological Association

A controversial educational researcher lists personal experiences which seem to have ethical implications for his profession. His list includes: (1) a claim that one of his articles contained 53 errors, but after two years, the American Psychological Association (APA) Committee on Ethical Standards had only received a list of 53 non-errors; (2) a reference to him in a newspaper article by a sociologist as a "liar and a fake"; (3) a widely circulated questionnaire among APA members asking them to register agreement or disagreement with a quoted key sentence whose crucial phrase had been deleted; (4) a published criticism by an expert of the draft of a paper requested not to be cited or quoted; (5) the urging at an APA convention by the President that members attending a particular session do "plenty of hissing and booing"; (6) several instances where book reviews were entirely influenced by the preference of the journal editor; (7) a case where a funding agency said it would consider supporting research only if it could know the conclusions beforehand; and (8) two cases in which school officials commissioned research to be conducted and later withdrew support because of political implications. (RL)

ED 202 915 TM 810 402

Birenbaum, Menucha Tatsuo, Kikumi K.

The Use of Information from Wrong Responses in Measuring Students' Achievement.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—CERL-RR-80-1

Pub Date—Feb 80

Contract—N00014-79-C-0752

Note—67p.

Pub Type—Reports—Research (143)—Reports—Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, Algorithms, Aptitude Tests, Cognitive Processes, *Error Patterns, Grade 8, *Instructional Improvement, Junior High Schools, *Mathematical Concepts, *Measurement Techniques, *Problem Solving, Response Style (Tests)

Identifiers—*Adaptive Testing, Error Analysis (Statistics)

Much valuable information can be gained by analyzing the students' wrong responses. When a student answers a free response item she/he gives the response which she/he considers to be the correct one. Therefore, diagnosing the algorithm that led the student to his/her answer provides an important source of information for assessing his/her achievement. In light of recent developments in information processing made by cognitive psychologists, as well as by experts in artificial intelligence, it seems that psychometricians ought to incorporate error analysis as an integral part of their efforts toward improved measurement. This technical report provides some empirical results of error analysis in simple, signed number problems. Types of errors and their consistency are defined and discussed. Since a wrong algorithm may sometimes lead to a correct answer the conventional scoring system is compared with one based on error analysis in terms of reliability, latent trait estimates, and the underlying dimensionality. (Author/GK)

ED 202 916 TM 810 407

Doss, David A.

Will Removing a Few Bad Apples Save the Barrel?

Pub Date—Apr 81

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Goodness of Fit, Grade 5, Intermediate Grades, *Latent Trait Theory, Mathematical Models, *Pretests Posttests, Reading Tests, *Regression (Statistics), *Scores

Identifiers—California Achievement Tests, Iowa Tests of Basic Skills, *One Parameter Model, *Rasch Model, Title I Evaluation and Reporting

System

For many reasons, students do not always perform on tests in ways that are congruent with their true abilities or achievement levels. Problems of this sort may be especially common on Title I evaluations where the tests administered are too difficult for a large percentage of the students. Such considerations raise the questions of whether anything can be done to identify and remove scores which appear to be "invalid" so that some meaning can be gleaned from the evaluation. The effects of using the Rasch person-fit statistic to remove students with possibly invalid scores from a Title I Model C analysis were investigated. First a Model C analysis was computed using all students. Then those students with a reading subtest fit statistic in the top 10% district-wide were removed and the Model C analysis was redone. Then students with scores in the top 20% and the top 30% were removed. The results showed that removing some students produced a modest change in the evaluation outcome and that removing more students did not lead to significantly more change. The results support the value of using the Rasch person-fit statistic to identify students who do not fit the model. The consistent reduction of the standard error of estimate as more students were removed seems to indicate that the procedure identifies the "right" students. (Author/GK)

ED 202 917 TM 810 446

Maher, Carolyn A. O'Brien, John J.

The Association Between Piagetian Cognitive and Long-Term Mnemonic Levels and Problem Solving in Mathematics.

Pub Date—[80]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). For related document, see TM 810 255.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Processes, Correlation, Grade 8, Junior High Schools, *Problem Solving, *Recall (Psychology), *Recognition (Psychology), Secondary School Mathematics

Identifiers—*Piagetian Theory

A study designed to investigate the association between Piagetian cognitive and long-term mnemonic (recall and recognition) levels and problem solving in mathematics was conducted with 152 eighth-grade students. Cognitive level was determined by two evaluations (seven months apart) of a subject's performance on a clinically administered balance beam task. Mnemonic level was assessed clinically by measuring a subject's memory of three geometric figures taken two at a time. Problem solving performance was measured by the score achieved on the Advanced Metropolitan Problem Solving Test, administered at the same time as the second balance beam task. Loglinear and path analysis models were used to describe the association. Data support the link between Piagetian cognitive and long-term mnemonic levels and a measure of school mathematics achievement, problem solving. Results show that cognitive level and its differentiated aspects as determined by long-term mnemonic measures are important in determining problem solving success. Cognitive level and long-term mnemonic level are both highly correlated with problem solving separately. Although they are highly correlated with each other, they provide additional information about problem solving level when jointly viewed. (Author/RL)

ED 202 918 TM 810 450

Horne, Leslie V. Garty, Mary K.

What the Test Score Really Reflects: Observations of Teacher Behavior During Standardized Achievement Test Administration.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—81

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Education, Elementary School Teachers, *Standardized Tests, *Teacher Behavior, *Teacher Influence, *Testing, Testing Programs, *Test Validity

This study focuses on standardized test adminis-

tration in five elementary schools. The authors discuss how teachers affect test validity by altering standard test procedures in both planned and incidental ways. Each of the 16 voluntary teachers who participated in this study was observed in her/his classroom administering certain subtests of the Metropolitan Achievement Tests or the Stanford Achievement Test. Information gained from interviews with the teachers was used along with the observational data in order to better understand the teachers' behavior. Although the observations were begun expecting teachers to adhere strictly to the directions as outlined in the test manual, a wide range of teacher behavior was noted across the sixteen classrooms—nonstandard teacher behavior being observed in over one-half of the classrooms. These observations fell into three groups: (1) teachers who followed the directions closely; (2) teachers whose deviations were not systematic and appeared to be unintentional; and (3) teachers who consciously and purposely varied the test administration procedures. Findings highlight the importance of further study of teacher-introduced factors that may affect test validity. (Author/RL)

ED 202 919 TM 810 453

Meltzer, L. J. And Others

Observation and Evaluation of Preschool Functioning: The Contribution of Parent Reports to a Multidisciplinary Assessment.

Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date—Apr 81

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Cognitive Development, Grade 2, *Interdisciplinary Approach, *Learning Readiness, *Observation, *Parent Participation, *Preschool Education, Primary Education, Psychomotor Skills, *Student Evaluation, Teachers

Identifiers—*Brookline Early Education Project, Pediatricians, Public Law 94 142

Within the multidisciplinary setting of the Brookline Early Education Project, the present investigation examined the relationship between observations of parents, pediatricians, psychologists and teachers. The study was designed to examine two questions: (1) Are systematically collected parent reports of their children's current development consistent with the observations of parents, pediatric providers and teachers? and (2) Is the reliance on parent reports in combination with direct assessment by pediatricians and psychologists a more powerful predictor of early school functioning than the use of any measure applied separately? Two hundred eighty-four preschool children with a mean of 5 years 1 month were evaluated on developmental and psychometric measures. Parent questionnaires focused on children's strengths and weaknesses in four developmental areas. Teachers rated mastery and social skills. When parent reports of their children's developmental skills were compared with findings of the various professionals, the rank ordering was the same. Parent reports of their children's verbal skills were more consistent with those of professionals than were their reports of motor functioning. Discussion focuses on contributions of parents towards the identification and management of their children's evolving skills and needs in the context of Public Law 94-142. (Author/RL)

ED 202 920 TM 810 484

Coulson, John E.

Respondent Burden: Implications for Federal Evaluation Contractors.

Pub Date—Apr 81

Note—8p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). For related document, see TM 810 255.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Assessment, Elementary Secondary Education, *Evaluators, Federal State Relationship, Government School Relationship, *National Surveys

Identifiers—*Contract Officers, *Respondent Burden

Building on the finding that respondent belief in the efficacy of surveys is perhaps more important in determining feelings of burden than interview length, some possible approaches available to the Federal Evaluation Contractor (FEC) to reduce respondent burden are identified. These approaches aim to generate acceptance at the various levels after the typical national school evaluation has received its necessary Federal Government approval. Procedures may include: (1) informing the state agencies, through their Committee on Evaluation and Information Systems (CEIS), of the study's objectives, the fact that it has been approved by the relevant Federal agencies, and the kinds of data-collection activities that are planned; (2) offering to answer any questions CEIS may have and to send project members to CEIS meetings to brief their representatives on the study plans; (3) inviting, where it appears appropriate, the Education Department to participate with the FEC in the CEIS briefings; (4) asking CEIS to write an "approval letter" that can be sent to the sample school districts; and (5) following up, in most cases, the CEIS letter with direct telephone contacts, letters, and sometimes in-person visits to the districts involved. When feasible, compensation may be offered. (RL)

UD

ED 202 921

UD 021 087

Miller, Trudi C.

Toward a Normative Dynamic Model of Educational Equity.

Pub Date—Aug 80

Note—40p; Paper prepared for the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1980).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Blacks, Comparative Analysis, *Desegregation Effects, Elementary Secondary Education, *Equal Education, Individual Differences, Models, Racial Differences, *Research Methodology, Research Problems, *School Desegregation, Statistical Analysis

Identifiers—*Coleman Report

A review of literature relevant to equal educational opportunity is presented in order to support an argument for the use of normative models in educational research. The literature review shows that confusion over the 1966 Coleman Report was due to a mismatch between the implied reform objective of the report and its statistical approach. The objective was to reduce differences in educational achievement between blacks and whites, but the statistics explained individual rather than group differences in achievement. In response to this research dilemma, a normative dynamic model of the objectives of school integration over time is developed and applied. A normative objective model has theoretical significance because it can be used in conjunction with behavioral data to operationalize concepts such as accountability, symbolic politics and non-decisions. (Author/MK)

ED 202 922 UD 021 170

Affirmative Action Employment Plan, Revised.

Oakland Unified School District, Calif.

Pub Date—May 81

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, *Board of Education Policy, Elementary Secondary Education, *Employment Practices, *Faculty Integration, *Personnel Integration, Personnel Policy

Identifiers—*Oakland Unified School District CA This is the affirmative action employment plan adopted by the Board of Education of the Oakland Unified School District, Oakland, California. A statement of school district policy and goals is provided. Responsibilities of the school district administrators and the Affirmative Action Advisory Committee are also outlined. Steps to be taken to ensure both policy and goals are provided. Responsibilities of the school district administrators and the Affirmative Action Advisory Committee are also outlined. Steps to be taken to ensure both policy and program dissemination in and out of the school district are listed. School district policy on the following matters is presented: (1) work force utilization;

(2) corrective action; (3) objectives and timetables; (4) employee evaluation; (5) employment practices; (6) recruitment; (7) screening and selection; (8) transfers and assignments; (9) promotions; and (10) staff development. The plan concludes with a glossary of terms pertinent to affirmative action. (Author/APM)

ED 202 923 UD 021 208

Koschmann, Nancy Lee Tobin, Joseph Jay

Working With Indo-Chinese Refugees: A Handbook for Mental Health Workers and Human Service Providers.

Travelers Aid of Chicago, Ill.

Pub Date—[79]

Note—59p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), Asian Americans, Asian History, Cambodians, Chinese Americans, *Cultural Traits, *Human Services, *Indo-Chinese, Laotians, *Mental Health, *Refugees, Vietnamese People

This is a handbook for mental health workers and human service providers who deal with Indo-Chinese refugees. Part I of the booklet provides an overview of the Indo-Chinese refugee situation, discussing the refugees' experience, how they came to the United States, how they have adjusted, and factors that service providers must consider in helping them. Part II presents background information on the history and culture of Cambodians, Laotians, Loas, Hmong, Vietnamese, and ethnic Chinese refugees from Indochina. Two articles, "Vietnamese-American Intercultural Communication," by Nguyen Dang Liem, and "Health and Disease: The Indo-Chinese Perspective," by Tran Minh Tung, are also included in this section. Finally, a list of resettlement agencies is provided. (Author/APM)

ED 202 924 UD 021 225

Desegregation Instruction Unit. Secondary School Student Packet.

Saint Louis Public Schools, Mo.

Pub Date—80

Note—25p; For related documents see UD 021 230-232. Not available in paper copy due to institution's restriction. Some pages may not reproduce due to reproduction quality of original document.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Busing, *Desegregation Litigation, *Desegregation Plans, *Instructional Materials, *School Desegregation, Secondary Education

Identifiers—Liddell v Saint Louis Board of Education, Missouri (Saint Louis)

This instructional packet was designed for secondary school students in St. Louis, Missouri, to promote their understanding of the city's court-ordered school desegregation plan. An abridged and edited version of the Court of Appeals brief for the Liddell v. the St. Louis Board of Education case is presented in the packet. The brief includes a timetable of events and related court cases, background information on school desegregation, a summary of events and actions, and the guidelines established by the Court for the desegregation plan. Three related newspaper articles, a chart of students bused to St. Louis schools, three cartoons, and a glossary of terms are also included. (MK)

ED 202 925 UD 021 230

Desegregation Instruction Unit: Secondary School Teacher Packet.

Saint Louis Public Schools, Mo.

Pub Date—80

Note—44p; For related documents, see UD 021 225, and UD 021 231-232. Not available in paper copy due to institution's restriction. Parts may be marginally legible.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, *Class Activities, *Desegregation Litigation, Instructional Materials, *School Desegregation, Secondary Education, *Urban Schools

Identifiers—*Missouri (Saint Louis)

This guide provides St. Louis, Missouri, secondary school teachers with information about desegregation that would be useful to parents and students in that city. The guide contains instructional materials to be used by teachers to reduce anxieties caused by school desegregation. The background information on St. Louis desegregation includes: (1) an

abridged, edited version of the court brief, *Liddel v. The St. Louis Board of Education*; (2) a timetable of events and related court cases; (3) historical material; and (4) guidelines established by the Eighth Circuit Court of Appeals for the desegregation plan. A pre-test for students on desegregation knowledge is also included. (Author/APM)

ED 202 926 UD 021 231
Desegregation Instruction Unit: Grades 4 and 5.
 Saint Louis Public Schools, Mo.
 Pub Date—80

Note—24p.; For related documents, see UD 021 225, UD 021 230, and UD 021 232. Not available in paper copy due to institution's restriction.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, Desegregation Litigation, Elementary Education, Grade 4, Grade 5, Instructional Materials, *School Desegregation, *Urban Schools

Identifiers—*Missouri (Saint Louis)

This guide provides fourth and fifth grade teachers in St. Louis, Missouri, with information about desegregation that would be useful to parents and students in that city. Classroom activities designed to inform parents and students and help persons to adjust to new school locations are described. Background information on St. Louis desegregation includes: (1) an abridged, edited version of the court brief, *Liddel v. The St. Louis Board of Education*; (2) a timetable of events and related court cases; (3) historical material; and (4) guidelines established by the Eighth Circuit Court of Appeals for desegregation plan. (Author/APM)

ED 202 927 UD 021 232
Desegregation Instruction Unit. Primary Level.
 Saint Louis Public Schools, Mo.
 Pub Date—80

Note—21p.; For related documents, see UD 021 255, and UD 021 230-231. Not available in paper copy due to institution's restriction.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Class Activities, Desegregation Litigation, Instructional Materials, Primary Education, *School Desegregation, *Urban Schools

Identifiers—*Missouri (Saint Louis)

This guide provides primary school teachers in St. Louis, Missouri, with information about the desegregation movement court ruling and plan implemented in that city. Activities designed to inform parents and students and help persons to adjust to new school locations are presented. Background information on St. Louis desegregation is provided, including: (1) an abridged, edited version of the court brief, *Liddel v. The St. Louis Board of Education*; (2) a timetable of events and related court cases; (3) historical material; and (4) guidelines established by the Eighth Circuit Court of Appeals for the desegregation plan. (Author/APM)

ED 202 928 UD 021 276
 Donolan, George
Renaissance Motif: Humanism for Urban Education.

Pub Date—[79]

Note—20p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Accountability, *Cognitive Development, Curriculum Development, Elementary Secondary Education, *Humanistic Education, Self Actualization, *Teacher Role, Urban Education, *Urban Schools

This paper focuses on the importance of providing students with a broad humanistic education while, at the same time, maintaining accountability to urban taxpayers. The author describes the contemporary situation of tax revolts, millage defeats, and concern over student proficiency exams, and attributes these phenomena to the public's desire to insure that schools are functioning properly. New curricular techniques are said to represent inadequate responses to educational problems. Drawing on experience as a Detroit educator, the author proposes six parameters of self development which might spark a renaissance in urban learning and produce students with humanistic qualities. (AP)

ED 202 929 UD 021 293
 Mangum, Margaret
Face to Face: Introduction to the People and History of Haiti. LIRS Manual for Sponsors of Refugees.

Lutheran Immigration and Refugee Service, New York, N.Y.

Spons Agency—Department of State, Washington, D.C.

Pub Date—81

Note—17p.; For related documents, see UD 021 294-295. Photographs may not reproduce clearly. Not available in paper copy due to institution's restriction.

Available from—Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010 (\$1.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Background, Economic Factors, *Haitians, Latin American Culture, Latin American History, Political Influences, *Refugees, Religious Factors

Identifiers—Haiti

This manual was prepared for sponsors of Haitian refugees. The manual attempts to describe the background of refugees from Haiti by briefly explaining their history, culture, religion, politics, economics, customs, and habits. (MK)

ED 202 930 UD 021 294
 Smalley, Carol

Face to Face: Learning English. LIRS Manual for Sponsors of Refugees.

Lutheran Immigration and Refugee Service, New York, N.Y.

Pub Date—81

Note—29p.; For related documents, see UD 021 293-295. Photographs may not reproduce clearly. Not available in paper copy due to institution's restriction.

Available from—Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010 (\$1.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, *English (Second Language), Indochinese, *Refugees, Second Language Instruction, *Second Language Programs

This manual was designed for refugee sponsors who are teaching English to Southeast Asian refugees. The manual encourages sponsors to research English as a Second Language (ESL) resources in their communities, to teach ESL in a professional and educationally sound manner, and to evaluate their work on a regular basis. The first section of the manual emphasizes that learning English is important for all members of refugee families. The materials section describes the preparations that need to be made before the refugees arrive, ways to find local ESL classes and to organize tutoring projects, and suggests materials for beginning and ongoing ESL tutoring. The next section describes the first few weeks of refugees' lives and outlines lessons that are appropriate for that time. The concluding section discusses the ongoing language support refugees need. (MK)

ED 202 931 UD 021 295
 Mangum, Margaret

Face to Face: Introduction to the People and History of Cuba. LIRS Manual for Sponsors of Refugees.

Lutheran Immigration and Refugee Service, New York, N.Y.

Spons Agency—Department of State, Washington, D.C.

Pub Date—80

Note—16p.; Photographs may not reproduce clearly. Not available in paper copy due to institution's restriction. For related documents, see UD 021 293-294.

Available from—Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010 (\$1.00).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cubans, *Cultural Background, Cultural Pluralism, Economic Factors, Hispanic Americans, Immigrants, Latin American Culture,

*Latin American History, Political Influences, *Refugees, Religion, Social Influences

Identifiers—Castro (Fidel), *Cuba

This manual, prepared for sponsors of Cuban refugees, describes the background of the newest refugees by explaining their history, culture, ethnic diversity, religion, customs, and the current Cuban social, political, and economic climate. (Author/MR)

ED 202 932 UD 021 296
Equal Educational Opportunity. The Status of Black Americans in Higher Education, 1975-1977. ISEP Third Status Report.

Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—80

Note—160p.; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Access to Education, Bachelors Degrees, Black Colleges, Black Education, *Black Students, Doctoral Degrees, *Equal Education, Ethnic Distribution, Financial Support, *Government School Relationship, Graduate Study, Grants, Higher Education, Masters Degrees, Professional Education, *Racial Distribution, Student Attrition, *Student Financial Aid

This report analyzes the status of black Americans in higher education from 1975-1977. The book opens with a review of basic concepts of equal educational opportunity and the Federal role in guaranteeing equal opportunity. The social and economic context for higher education is then examined with a focus on the national commitment to higher education for blacks, the sociopsychological environment of educational mobility, and family resources and the ability to pay for college. The issue of access to education is discussed in terms of financial aid and graduate and professional school access. Data on the distribution of students by institution and program, along with the distribution of students in professional and graduate schools, follow. Student persistence is analyzed with tables showing the number of bachelor's degree conferred, by race, ethnicity, and major field. Attrition rates are also given and discussed. Longitudinal enrollment and student distribution in traditionally black institutions are shown, and the relationship of Federal funds for black and non-black institutions is examined. The report concludes with a summary of all these issues and their meaning for the 1980s. (APM)

ED 202 933 UD 021 341
 Willie, Charles V., Ed. Greenblath, Susan L., Ed.
Community Politics and Educational Change. Ten School Systems Under Court Order.

Longman, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-582-28147-4

Pub Date—81

Note—351p.

Available from—Longman Inc., College Division, 19 W. 44th Street, New York, NY 10036 (\$25.00).

Pub Type—Reports - General (140)

Document Not Available from EDRS.

Descriptors—*Black Students, Busing, Case Studies, Community Attitudes, *Community Role, Desegregation Effects, *Desegregation Litigation, *Desegregation Methods, Desegregation Plans, Elementary Secondary Education, *Hispanic Americans, *School Desegregation, School Districts, State Government, Urban Schools

Identifiers—Alabama (Mobile), California (Stockton), Delaware (Wilmington), Massachusetts (Boston), Nebraska (Omaha), Pennsylvania (Erie), Texas (Corpus Christi), Texas (Dallas), Virginia (Richmond), Wisconsin (Milwaukee)

This book contains reports on ten school districts' responses to court ordered desegregation. The book begins with an historical background and a discussion of racial politics and community conflict. Following the introduction are the ten case studies, whose titles reveal the city and issues under examination: (1) "Boston, Massachusetts: Ethnic Resistance to a Comprehensive Plan"; (2) "Erie Pennsylvania: The Effect of State Initiative"; (3) "Wilmington, Delaware: Merging City and Suburban School Systems"; (4) "Corpus Christi, Texas: A Tri-Ethnic Experience in School Desegregation"; (5) "Dallas, Texas: The Intervention of Business

Leaders"; (6) Mobile Alabama: The Demise of State-Sanctioned Resistance"; (7) "Richmond, Virginia: Massive Resistance Without Violence"; (8) "Milwaukee, Wisconsin: Mobilization for School and Community Cooperation"; (9) "Omaha, Nebraska: Positive Planning for Peaceful Integration"; and (10) "Stockton, California: Education and Coalition Politics". The book concludes with a discussion of school desegregation and the management of social change. Contributors include the editors, Pamela Bullard, Joyce Grant, Judith Stoia, Joyce Miller Futovich, Elaine Clyburn, Jeffrey A. Raffel, Barry R. Morstain, Amelia Cirilo-Medina, Ross Purdy, Geoffrey P. Albert, H. Ron White, Paul Geisel, Albert S. Foley, James A. Sartain, Rutledge M. Dennis, Michael Barndt, Rick Janka, Harold Rose, Dennis N. Mihelich, Ashtor Wesley Welch, Fred Muskal, and Donna Treadwell. (GC)

ED 202 934 UD 021 370

Irizary, Ruddle A. And Others
Seward Park High School Chinese Bilingual-Bicultural Program, ESEA Title VII, Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07605

Pub Date—80

Note—50p; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452. New York State Chapter 720. Project 5001-42-08406.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, Biculturalism, *Bilingual Education, Chinese, *Chinese Americans, Class Organization, Curriculum Development, Curriculum Evaluation, *English (Second Language), High Schools, Parent Participation, *Program Effectiveness, Program Evaluation, School Community Relationship, *Second Language Instruction, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, Limited English Speaking, *New York (New York)

This is an evaluation of the fifth year of a Title VII bilingual/bicultural program that was conducted for Chinese speaking students at a New York City High School. A demographic analysis of the school's neighborhood (Manhattan's Lower East Side) and a discussion of participating students' characteristics are provided. The project's philosophy, organization and structure are described. Instructional components of the program are reviewed including: (1) student placement; (2) English as a second language; (3) native language classes; (4) bilingual classes; (5) transition to mainstream classes; and (6) funding of the instructional component. Non-instructional components covered include: (1) curriculum development; (2) supportive services; (3) staff development; (4) parental and community involvement; and (5) affective domain. Tables provided show students' performance and achievement in reading, mathematics, science, social studies, and native language skills, and also document student attendance figures. It is concluded that the program achieved its overall goals in the areas of student academic performance, bicultural coping skills, mainstreaming, and the development of effective student/staff parent relations. A number of recommendations for extending the program are offered. (APM)

ED 202 935 UD 021 373

Irizary, Ruddle A. And Others
Adlai E. Stevenson High School Comprehensive Bilingual Education Program, ESEA Title VII, Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07603

Pub Date—80

Note—52p; For related documents, see ED 137 469, ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452. New York State Chapter 720. Project 5001-42-08401.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, English (Second Language), Guidance, High Schools, Parent Participation, *Program Effectiveness, Program Evaluation, Spanish, *Spanish Speaking, Staff Development, Student Attrition

Identifiers—*Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (Bronx)

This report evaluates the last year of the Comprehensive Bilingual Education Program, supported by Title VII funding and carried out at Adlai E. Stevenson High School in the Bronx, New York. The program served approximately 300 Spanish dominant students and focused on the development of Spanish and English language and reading skills, math, science, and social studies. Described in this report are instructional components of the program, as well as administrative, funding, and noninstructional components including curriculum development, supportive and guidance services, attrition prevention, staff development, and parent involvement. Also discussed are student attendance and admission to college. Achievement data are reported in table form. The limited successes of the program are attributed to the complex economic and social problems of the inner city community in which the school is located. (GC)

ED 202 936 UD 021 377

Irizary, Ruddle A. And Others
Project ABLE: Achievement Through Bilingual Education, ESEA Title VII, Theodore Roosevelt High School, Final Evaluation Report, 1979-80.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07621

Pub Date—80

Note—64p; New York State Chapter 720. Project 5001-42-08407. For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, Curriculum Development, English (Second Language), Guidance, High Schools, Italian, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development

Identifiers—*Elementary Secondary Education Act Title VII, Limited English Speaking, New York (Bronx), *Project ABLE

This is the evaluation of the fifth year of a bilingual education project carried out at Theodore Roosevelt High School, Bronx, New York. The program provided instructional and counseling services to three hundred Spanish dominant and thirty Italian dominant students, toward the goal of mainstreaming them into the regular instructional program. This report describes various aspects of the bilingual program, including the instructional process (native language and English), curriculum development, supportive services, staff development and parent/community involvement. Detailed data on student achievement in English and native language arts, mathematics, social studies, and science are also provided. The program is concluded to have been a success in both its instructional and non-instructional goals. (GC)

ED 202 937 UD 021 385

Project C.A.P.I.S.C.O. New Utrecht High School, ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07627

Pub Date—80

Grant—G007503709

Note—43p; For related documents, see ED 142 667, ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, Budgets, High Schools, Italian, *Italian Americans, *Parent School Relationship, *Program Effectiveness, Program Evaluation, Staff Development, Teacher Role

Identifiers—*Elementary Secondary Education Act Title VII, Limited English Speaking, New York (Brooklyn), *Project CAPISCO

This is the evaluation report for the fifth and final year of Project CAPISCO (Comprehensive Academic Program for Italian Students' Citizenship Orientation). The Title VII bilingual (Italian/English) program was carried out at New Utrecht High School, located in the Bay Ridge-Bensonhurst area of Brooklyn, New York, and served 140 students. The students participating in the program demonstrated superior performance in English reading, mathematics, science, social studies, and native (Italian) language arts. In addition, the attendance record of CAPISCO students was better than the rate for the general school population. The program's success is attributed to strong motivation on the part of the bilingual staff and to the involvement of program parents. In addition to discussing instructional activities and student achievement, this report describes administrative procedures, staff and curriculum development activities, family and supportive services, and the community relations component of Project CAPISCO. (GC)

ED 202 938 UD 021 386

George W. Wingate High School Bilingual Program ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07619

Pub Date—80

Grant—G007503684

Note—69p; For related documents, see ED 194 657, ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-385, UD 021 436, and UD 021 446-452. Some pages in appendices may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, *Career Education, Curriculum Development, *English (Second Language), Federal Programs, *French, *Haitian Creole, Haitians, High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation

Identifiers—Elementary Secondary Education Act Title VII, New York (Brooklyn)

This is an evaluation report of the fifth year of a bilingual career education program, funded under Title VII and carried out at George W. Wingate High School, Brooklyn, New York. The program was designed to offer bilingual instruction and supportive services to the school's Haitian population, with the aim of preparing these students to participate in mainstream social, economic, and political life. This report contains: (1) a description of program objectives; (2) an outline of the instructional component, including descriptions of funding sources and discussions of the English instructional program, the French/Creole instructional program, and mainstream courses; and (3) a review of the program's noninstructional component, including curriculum development, supportive services, staff development, parental/community involvement, extracurricular activities, and student response to the program. Also presented are a description of assessment instruments and procedures and the results of student achievement tests. Program strengths are concluded to have been staff dedication and the development of French curriculum materials. Weaknesses are described as conflict over the amount of English instruction, lack of parent participation, lack of Creole language materials, lack of a bilingual counselor, and poor articulation between the bilingual program and other school departments. Appended to the report are copies of curricular and other materials produced by the program. (GC)

ED 202 939 UD 021 391

Hamilton, Stephen F. And Others

Youth Work Experience and Employability.

Spans Agency—Department of Labor, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 80

Note—61p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescent Development, Adolescents, *Employment Experience, *Employment Opportunities, *Employment Potential, *Employment Programs, *Job Training, Literature Reviews, *Youth Employment, Youth Programs

This paper examines the effects of youth work experience on subsequent employability. The paper begins with a speculative consideration of the ways in which work experience might affect later employability. Three types of research literature are then reviewed: (1) economic studies of the relation between youth work and subsequent employment and earnings; (2) research on the effects of work experience on adolescent development; and (3) evaluation studies of employment and training programs. The next section presents a radical critique of current educational programs. It is suggested that the most effective means of enhancing youth employability would be to make more equally available attractive and rewarding employment opportunities and to increase the number of such jobs by improving the quality of work life. An ecological perspective which serves as framework for recommendations on research and programs is then proposed, and ten recommendations on programs and five on research are formulated. (Author/APM)

ED 202 940 UD 021 396

Brooks, Barbara J. And Others

Getting Uncle Sam to Enforce Your Civil Rights.

Clearinghouse Publication 59. Revised.

Commission on Civil Rights, Washington, D.C.

Pub Date—Oct 80

Note—66p.; For related documents, see ED 179 671.

Available from—Publications Warehouse, U.S. Commission on Civil Rights, 621 North Payne St., Alexandria, VA 22314 (no charge for single copies). Also available in Spanish.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Discrimination, *Civil Rights, Civil Rights Legislation, *Compliance (Legal), Credit (Finance), Disabilities, Equal Education, Equal Opportunities (Jobs), *Equal Protection, *Federal Government, *Grievance Procedures, Guidelines, Housing Discrimination, Law Enforcement, Racial Discrimination, Religious Discrimination, Sex Discrimination, *Social Discrimination

This is a guide designed to aid in the filing of complaints against discriminatory practices. It provides information on how and where to file complaints about discrimination because of race, color, sex, religion or national origin. Discrimination because of age, handicap, lack of citizenship, institutionalization, military service, and status as an American Indian are also covered. Areas of concern include: (1) credit; (2) education; employment and training; (3) housing; (4) law enforcement; and (5) other Federally-funded programs. Addresses of both regional and local offices of Federal agencies are provided. (APM)

ED 202 941 UD 021 404

Resolving Complaints About Title I Programs. A

Guide for Parents.

Lawyers' Committee for Civil Rights Under Law,

Washington, D.C.

Pub Date—Mar 81

Note—25p.

Available from—Lawyers' Committee for Civil Rights, Federal Education Project, 733 15th St., NW, No. 520, Washington, DC 20005 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compensatory Education, *Compliance (Legal), Elementary Secondary Education, Federal Legislation, *Grievance Procedures, Guidelines, Law Enforcement, Legal Problems, Parent Participation, *Parent School Relationship Identifiers—Elementary Secondary Education Act Title I

This is a guide designed to help parents file a formal administrative complaint to correct viola-

tions of Title I requirements when problems cannot be resolved through informal negotiations. The pamphlet serves as a reference to aid in determining whether a violation has occurred and if so, how to correct it. Provided in the guide are: (1) an overview of Title I legal requirements; (2) strategies for resolving problems and complaints; (3) information on how and where to file a complaint; and (4) a discussion of the legal requirements for resolving Title I complaints on the local, state and Federal levels. (APM)

ED 202 942 UD 021 406

Baker, Paula C. And Others

NORG Working Bibliography on Neighborhood

Issues. Edition 1.

Indiana Univ., Bloomington.

Pub Date—Mar 81

Note—85p.

Available from—Workshop in Political Theory and Policy Analysis, Indiana University, 814 E. 3rd Street, Bloomington, IN 47405 (\$3.50).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Community Change, *Community Characteristics, Community Control, Community Development, *Community Organizations, Community Planning, Community Services, Land Use, *Neighborhoods, Quality of Life, *Urban Areas

This bibliography was compiled to provide scholars and practitioners with a comprehensive listing of materials related to urban neighborhoods as social, political, or economic units. The bibliography contains more than 200 citations of materials published in the late 70s and 1980. Each entry is accompanied by a summary and content codes which classify works according to topics such as community control, neighborhood organizational structures, community development, neighborhood service delivery, neighborhood definition and patterns of neighboring, neighborhood change, neighborhood quality and resident perceptions, neighborhood planning and land use, and neighborhood technology. A subject index and information for ordering difficult-to-obtain items are also provided. (Author/MK)

ED 202 943 UD 021 414

King, A. L.

Ways to Improve Education in Desegregated

Schools (WIEDS). Executive Summary of Final

Report, 1978-1979.

Southwest Educational Development Lab., Austin,

Tex.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Pub Date—80

Note—19p.; Not available in paper copy due to institution's restriction. For related documents, see ED 157 963 and ED 177 264.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Desegregation Methods, Elementary Secondary Education, *Inservice Teacher Education, Program Effectiveness, *School Desegregation, *Staff Development, *Teacher Improvement, *Teacher Role

Identifiers—*Ways to Improve Education in Desegregated Schools

The Ways to Improve Education in Desegregated Schools (WIEDS) project's purposes have been to develop an information base of successful desegregation/integration strategies and to construct a set of models and guidelines for use by schools in planning staff development activities. To these ends, a study was conducted to assess staff development programs, inservice education programs, and other strategies for improving education in desegregated schools. Programs were analyzed in terms of planning, preparation, implementation, application, and evaluation. Officials from the school districts' central offices, school principals, teachers, students, and parents and community members were interviewed. This report summarizes the literature review, interview findings, survey results, and methodological discussion contained in the original study. Based on survey and interview data, the report concludes that desegregation problems can be dealt with through more effective staff development efforts. (APM)

ED 202 944 UD 021 424

Webster, Maureen MacDonald

Learning From Experience. Implementing Systemic Change in Schools. A Study of the Piedmont Schools Project, 1972-1977.

National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 80

Contract—NIE-P-79-0115

Note—312p.; Not available in paper copy due to reproduction quality of original document. Prepared by the Division of Dissemination and Improvement of Practice.

Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, Curriculum Development, Decision Making, *Educational Change, Elementary Secondary Education, Grading, *Instructional Innovation, Organizational Change, Parent Participation, *Program Design, *Program Effectiveness, Program Evaluation, School Districts, *School Organization, Staff Development, Team Teaching

Identifiers—*Experimental Schools Program.

*Piedmont Schools Project. South Carolina (Greenville)

This is a study of the Piedmont Schools Project, an experimental educational program that was conducted in School District of Greenville County, South Carolina. The study is presented in three parts. Part I describes the school district and the design of the project. Part II examines the nature and effects of the change strategy with specific reference to: (1) the learning communities which formed the new instructional environment; (2) staff development; (3) decision making within the school community; and (4) community and parental involvement and satisfaction. A general discussion of such issues as test scores, the transference program, and funding concludes this section. Part III presents insights from practitioner experience and reflections from an external perspective on educational innovation and innovators. This discussion also covers the nature of innovation as a melding of component pieces of systematic change and the social meaning of building community. The section ends with suggestions for further ways of learning from the Piedmont experience. (Author/APM)

ED 202 945 UD 021 426

Meeting the Needs of Indochinese Students. Highlights of the Statewide Workshop for Educators of Elementary and Secondary Level Indochinese

Students (Chicago, Illinois, February 1, 1979).

Bilingual Education Service Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—1 Feb 79

Note—48p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Collected Works - Proceedings (021)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), Asian Americans, *Bilingual Education, Cambodians, *Cultural Differences, *English (Second Language), Ethnic Groups, Indochinese, Laotians, Nonverbal Communication, *Program Development, Second Language Instruction, Vietnamese People

Identifiers—Limited English Speaking

The papers in this conference proceedings on the educational needs of Indochinese students concern the following issues: Indochinese refugee resettlement, educational barriers in Vietnamese and Laotian culture and language, basic ESL principles and ESL techniques in teaching content areas, and models for developing programs for the education of Indochinese children. (EF)

ED 202 946 UD 021 430

Mucha, Janusz

Ethnic Conflict and Adaptation: Conflict Analysis of Multiethnic Nations Formation.

Pub Date—Dec 80

Note—21p.; Paper presented at the Midwest Regional Conference on Ethnic and Minority Studies (Ames, IA, December 5-6, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), Cultural Pluralism, *Culture Conflict, *Ethnic Groups, *Ethnic Relations, Group Dynamics, Group Status, Minority Group Influences, *Minority Groups, *Social Integration, Social Structure, Sociocultural Patterns

This paper discusses the processes of mutual adaptation by ethnic groups in modern multi-ethnic societies. It focuses on relations between minorities and the dominant group. Various theories regarding these relations, including a definition of ethnic groups, are reviewed and a synthesis is advanced. This theory is based on a conflict model of society and considers the roles of coercion, differentiation, conflict, cultural patterns, and social structures in the adaptive processes of ethnic groups. The problem of overlapping or intersecting economic, political and cultural contradictions is analyzed. It is hypothesized that these contradictions will force certain changes in the way a majority treats minority groups, that these changes are connected with changes in the economic and political status of an ethnic group, and that the improvement of a minority group's situation will enlarge its common ground with the dominant group. (Author/AP)

ED 202 947 UD 021 436

Comprehensive Approach to Bilingual Education.

Final Report, Tax-Levy Year 1979-80.

Community School District 9, Bronx, N.Y.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—80

Note—70p.; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-385, UD 021 446-452.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Cultural Awareness, Elementary Education, *English (Second Language), Hispanic Americans, Junior High Schools, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Questionnaires, Rating Scales, Reading Achievement, *Spanish Identifiers—Elementary Secondary Education Act Title VII, New York (Bronx)

During the 1979-1980 school year, 700 Hispanic students from grades one through nine in seven schools in the Bronx, New York, participated in the Comprehensive Approach to Bilingual Education Program. The program included an instructional component that emphasized the acquisition of English as a Second Language, Spanish and English reading skills, cultural awareness, and achievement in social studies. Additional program components included staff development and parent and community participation. The program was evaluated through the analysis of student achievement data, evaluator observation, and rating scales and questionnaires completed by program staff. Standardized test scores indicated that pupils in grades one through four, six, and seven made significant gains in reading. No additional achievement data were available. Staff evaluations were generally positive. Activities planned to involve parents were successful and staff training workshops were satisfactory. Rating scales, questionnaires, and tables of data are included. (MK)

ED 202 948 UD 021 442

Bornstein, Rita

Title IX Compliance and Sex Equity: Definitions, Distinctions, Costs, and Benefits. ERIC/CUE Urban Diversity Series, Number 73, March 1981.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 81

Contract—400-77-0071

Note—29p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

Pub Type—Opinion Papers (102)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Compliance (Legal), Cost Effectiveness, Educational Benefits, *Educational Legislation, Elementary Secondary Education, *Equal Education, *Justice, *Outcomes of Education, School Districts, Sex Bias,

***Sex Discrimination, Vocational Education**

Identifiers—*Title IX Education Amendments 1972

Despite the currency of "equity" as a general objective among technical assistance personnel and feminist groups, little serious attention has been given to developing consensus on definition, rationale, and methodology. Rather, attention has been on the promotion of full compliance with Title IX, in itself a major thrust toward equity. School district compliance efforts are strengthened, however, if the goal becomes educational equity instead of the retention of Federal money. This paper attempts to define educational sex equity and to provide a rationale for full equity in terms of outcomes for students and benefits for school districts. It seeks to clarify the relationship of compliance to equity, and to provide a method of analyzing the short and long term costs and benefits for students and schools of both minimal and maximal equity responses. In addition, it presents some implications for action based on the goals of full equity. It is argued that failure to establish full equity as a goal is in the long run severely dysfunctional for students and schools, is costly in both financial and human terms, and creates disjuncture between the schools and society. It is thus held that while maximal equity responses to Title IX may appear radical now, they are essentially practical and cost effective when viewed from a long range perspective. (Author/GC)

ED 202 949

Hahn, Byungchae C.

Relationships Among Perceived Parental Acceptance-Rejection, Self-Evaluation and Academic Performance of Korean American Children.

Pub Date—80

Note—108p.; Ph.D. Dissertation, University of Connecticut.

Pub Type—Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, *Korean Americans, *Parent Child Relationship, Parent Influence, *Self Esteem, *Self Evaluation (Individuals), Sex Differences, Social Class, *Socioeconomic Status

This research was based on parental acceptance rejection theory which postulates that children are likely to develop an impaired sense of self esteem, self adequacy and overall self evaluation insofar as they perceive themselves to be rejected by their parents. Emphasis was placed upon assessing the interrelationships among perceived parental acceptance rejection, self evaluation, and academic performance of Korean American children as they are affected by gender and socioeconomic status. A nationwide sample of Korean American children responded to questionnaires which elicited information about household composition, parental occupation, and parental education. Grades for mathematics, reading, language arts, and social studies were also obtained for each child. The survey supported some of the major postulates of parental acceptance/rejection theory and shed positive intercorrelations among the three variables: parental acceptance/rejection, self evaluation, and academic performance. Social class was also shown to affect these variables. Middle class children perceived their parents as being warmer than did working class children, and also displayed more positive self evaluation and better academic performance than those of working class children. (AP)

ED 202 950

South Shore High School Project BLAST. Bilingual Assistance for Students. Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07601

Pub Date—80

Grant—G007503721

Note—81p.; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 447-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education, Community Involvement, Curriculum Development, *English (Second Language),

*Haitian Creole, Instructional Materials, Native Language Instruction, Parent Participation, *Program Effectiveness, Program Evaluation, *Russian, Secondary Education, *Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, New York (Brooklyn)

This is an evaluation of a Title VII bilingual program that was conducted at South Shore High School in Brooklyn, New York, in 1979-1980. The program served Russian, Haitian Creole, and Spanish speaking students in both public and private schools. The evaluation provides a demographic analysis of the school's environment, information on student characteristics, and a program description. Instructional components of the program discussed include: (1) programming and transition; (2) funding; (3) bilingual classes; and (4) mainstream classes. Non-instructional components reviewed include: (1) curriculum and materials development; (2) supportive services; (3) staff characteristics; (4) staff development; (5) parental and community involvement; and (6) affective domain. The private school component of the program is also covered. Tables show students' results on the Criterion Referenced English Syntax Test. Students' performance and achievement is also shown for mathematics, native language arts, science, social studies, and reading. Attendance figures are presented for all students. Conclusions and recommendations based on the evaluation are offered. (APM)

ED 202 951

Louis D. Brandeis High School Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07625

Pub Date—80

Grant—G007804523

Note—68p.; For related documents, see ED 138 685, ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452. New York State Chapter 720. Project 5001-42-08402.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education, Community Involvement, Curriculum Development, *English (Second Language), High Schools, *Hispanic Americans, Instructional Materials, Parent Participation, *Program Effectiveness, Program Evaluation, *Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, New York (Manhattan)

This is an evaluation of a Title VII bilingual program that was conducted at Louis D. Brandeis High School in New York City in 1979-1980 to serve Spanish speaking students. The evaluation provides a demographic analysis of the schools' environment, information on student characteristics, and a program description. Instructional components of the program discussed include: (1) programming and mainstreaming; (2) funding; (3) English as a second language; (4) Spanish language arts; and (5) content area offerings. Non-instructional components reviewed include: (1) curriculum and materials development; (2) supportive services; (3) staff characteristics and development; (4) parental and community involvement and (5) affective domain. Tables show students' performance in mathematics, science, social studies, native language arts, oral language ability, and native language reading. Attendance figures are presented and conclusions and recommendations are offered. (APM)

ED 202 952

South Bronx High School Bilingual Basic Skills Program. ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07643

Pub Date—80

Grant—G007804260

Note—51p.; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and

UD 021 446-452.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education, Community Involvement, Curriculum Development, *English (Second Language), High Schools, *Hispanic Americans, Parent Participation, *Program Effectiveness, Program Evaluation, *Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (Bronx)

This is an evaluation of a Title VII bilingual program that was conducted at South Bronx High School in New York City in 1979-1980 to serve Spanish speaking students. The evaluation provides a demographic analysis of the school's environment, information on student characteristics, and a program description. Instructional components discussed include: (1) placement, programming, and mainstreaming; (2) funding; (3) bilingual classes; and (4) mainstream classes. Non-instructional components covered include: (1) curriculum development; (2) supportive services; (3) staff development and characteristics; (4) parental and community involvement; and (5) affective domain. Tables show students' performance on the Criterion Referenced English Syntax Test. Students' achievement is also shown for English reading, mathematics, social studies, and native language arts. Attendance figures are presented and conclusions and recommendations are offered. (APM)

ED 202 953 UD 021 449

Project ECO: Equal Career Opportunities for Bilingual High School Students. ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07651

Pub Date—80

Grant—G007905248

Note—85p.; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Basic Skills, *Bilingual Education, *Career Education, Curriculum Development, *English (Second Language), *Haitian Creole, Program Effectiveness, Program Evaluation, Secondary Education, *Spanish, Staff Development
Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

This is an evaluation of the Equal Career Opportunities Program conducted for bilingual high school students in New York City in 1979-1980. The program served Spanish and French/Creole speaking students, and was designed to provide effective bilingual instruction in basic skills, career education, and preoccupational training. Its goal was to prepare participating students to take an active part in the career decision making process. The evaluation provides information on the program's goals and organization. Tables show results on the Criterion Referenced English Syntax Test, as well as on tests measuring achievement in mathematics, social studies, science, native language arts, native language reading, and English language ability. Results of a questionnaire on student attitudes toward native cultures and education are appended. Attendance rates are given and conclusions and recommendations are offered. (Author/APM)

ED 202 954 UD 021 450

James Monroe High School Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07623

Pub Date—80

Grant—G007503704

Note—46p.; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education, Community Involvement, Curriculum Development, *English (Second Language), High Schools, Parent Participation, *Program Effectiveness, Program Evaluation, *Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, New York (Bronx)

This is an evaluation of a Title VII bilingual program that was conducted at James Monroe High School in New York City in 1979-1980 to serve Spanish speaking students. The evaluation provides a demographic context, information on student characteristics, and a program description. Instructional components discussed include: (1) funding; (2) bilingual classes; (3) mainstream classes; and (4) transition. Non-instructional components reviewed include: (1) curriculum development; (2) supportive services; (3) staff characteristics and development; (4) parental and community involvement; and (5) affective domain. Tables show students' results on the Criterion Referenced English Syntax Test. Also shown are tables measuring students' performance in science, mathematics, and social studies. In addition, test results for native language reading achievement and oral language ability are presented. Attendance figures are given and conclusions and recommendations are offered. (APM)

ED 202 955 UD 021 451

Trilingual Education Learning Environment (TELE). ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07607

Pub Date—80

Grant—G007804190

Note—123p.; For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Elementary Education, *English (Second Language), *Inservice Teacher Education, *Italian, Junior High Schools, *Program Effectiveness, Program Evaluation, *Spanish, Staff Development, Teacher Evaluation

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

This is an evaluation of the Trilingual Education Learning Environment Program (TELE) which provided training to teacher interns in New York City. The program sought to improve the linguistic performance of limited English proficient students by training Spanish/English and Italian/English teachers in Title I designated schools, and to serve as a link between the elementary (feeder) schools and the Junior High Schools. Information on the program's goals, organization, and target population is provided. Activities of the program discussed include: (1) recruitment procedures; (2) log books; (3) teacher intern self-evaluation; (4) teacher training; (5) teacher program evaluation; and (6) supplementary training activities. Tables show students' achievement in English, native language reading and mathematics. Student attendance rates are also given. Conclusions and recommendations are offered. (APM)

ED 202 956 UD 021 452

Thomas Jefferson High School. Effective Transition of the Bilingual/Bicultural Student. Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07639

Pub Date—80

Grant—G007804522

Note—58p.; For related documents, see ED 191 978, ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education, Community Involvement, Curriculum Development, *English (Second Language), Instructional Materials, Parent Participation, *Program Effectiveness, Program Evaluation, Secondary Education, *Second Language Instruction, *Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (Brooklyn)

This is an evaluation of a Title VII bilingual program that was conducted at Thomas Jefferson High School in Brooklyn, New York, in 1979-1980 to serve Spanish speaking students. The goal of the program was to facilitate their transition to mainstream classes. The evaluation provides a demographic context, information on student characteristics, and a program description. Instructional components discussed include: (1) programming and mainstreaming; (2) funding; (3) bilingual classes; and (4) English as a second language classes. Non-instructional components covered include: (1) curriculum and materials development; (2) supportive services; (3) staff development; and (4) parental and community involvement. Tables show students' performance on the Criterion Referenced English Syntax Test and achievement in mathematics, social studies, science, native language arts, native language mathematics, and Spanish language. Attendance rates are given and conclusions and recommendations are offered. (APM)

ED 202 957 UD 021 456

Something That Works for Me: 100 More Teaching Practices Used in Our Schools. Grades K-12. No. 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—Nov 80

Note—60p.; For related documents, see ED 189 239, UD 021 457-460, UD 021 463-471, and UD 021 474.

Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 (\$1.00; make checks payable to Curriculum Publications).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accounting, Art Education, Bilingual Education, *Class Organization, *Communication Skills, Consumer Education, Elementary Secondary Education, English (Second Language), Guidance, *Language Arts, Library Administration, Mathematics Instruction, Music Education, Physical Education, School Health Services, Science Instruction, Second Language Instruction, Special Education, *Teaching Methods, Typewriting

Identifiers—*New York City Board of Education

This guide, published by the New York City Board of Education, presents teaching practices that have been used in New York City schools in grades K-12. Subject areas covered include: (1) communication arts; (2) mathematics; (3) social studies; (4) art; (5) music; (6) English as a second language; (7) bilingual education; (8) reading; (9) writing; (10) science, physics, and biology; (11) physical education; (12) consumer education; (13) foreign language; (14) typewriting; and (15) accounting. Techniques in classroom management, library management, special education, guidance, and provision of student health services are also included. A school district, school, grade level, and implementing teacher are listed for each practice described. (APM)

ED 202 958 UD 021 457

Minimum Teaching Essentials: Grades 5-9. Communication Arts, Social Studies, Art, and Music.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Report No.—ISBN-88315-495-5; NYCBE-CB-01-0000-81

Pub Date—79

Note—258p.; Some tables and credits may be marginally legible due to small type size. For related documents, see UD 021 456-460, UD 021 463-471, and UD 021 474.

Available from—Board of Education of the City of New York, Publications and Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$4.50; make checks payable to Curriculum Publications, Board of Education).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Art Education, Basic Skills, Career Education, Child Development, *Communication Skills, Content Area Reading, Curriculum Guides, Elementary Secondary Education, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Library Skills, *Minimum Competencies, *Music Education, *Social Studies, Study Skills, *Teaching Methods

Identifiers—*New York City Board of Education
This guide presents the "minimum teaching essentials" published by the New York City Board of Education for grades 5-9. The bulletin begins with an overview of each subject area. Subject areas are grouped together under grade levels and information on instructional content is provided. Skills and knowledge objectives for each area are also indicated. Subject areas include: (1) art; (2) communication arts, which includes reading speaking, writing, and listening; (3) use of library media; (4) music; and (5) social studies. Sections on career education, child development, and work study skills are also included. Appended to the guide are phoneme tables and a list of curriculum publications. (Author/APM)

ED 202 959 UD 021 458
Minimum Teaching Essentials: Grades 5-9. Mathematics, Science, Health Education, and Physical Education.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Report No.—ISBN-88315-458-7; NYCBE-CB-01-0000-81

Pub Date—79

Note—313p.; Some tables and credits may be marginally legible due to small type size. For related documents, see ED 181 828, ED 190 695, UD 021 456-460, UD 021 463-471, and UD 021 474.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Career Education, Child Development, *Communication Skills, Elementary Secondary Education, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, *Health Education, Lesson Plans, *Mathematics, *Minimum Competencies, *Physical Education, *Science Instruction, Study Skills, Teaching Methods

Identifiers—*New York City Board of Education
This guide presents the "minimum teaching essentials" published by the New York City Board of Education. Subjects covered include: (1) communication arts (K-9); (2) health education (grades 5, 6, and 8); (3) mathematics (grades 5-9); (4) physical education (grades 5-9); and (5) science (grades 5-9). Work study skills are given for each subject with content areas and descriptors provided for specific skills and knowledge. Sections on career education, child development, and work study skills are also included. Appended is a list of curriculum publications. (Author/APM)

ED 202 960 UD 021 459
Minimum Learning Essentials: Science, Chemistry, Earth Science, Biology, Physics, General Science. Experimental Edition 0/4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—80

Note—201p.; For related documents, see UD 021 456-460, UD 021 463-471, and UD 021 474.

Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 (\$4.50; make checks payable to Publication Sales).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Biology, Chemistry, Curriculum Guides, Earth Science, High Schools, *Minimum Competencies, Physics, *Science Instruction, Study Skills, *Teaching Methods

Identifiers—*New York City Board of Education
This guide presents the "minimum teaching essentials" published by the New York City Board of Education, for science education in grades 9-12. Covered are: biology, physics, earth science, and chemistry. Work study skills for all subjects are given with content areas, performance objectives, and suggested classroom activities. (APM)

ED 202 961

Lesson Plans for the Remedial Writing Class in the High School. A Supplement to Writing Competently. Experimental Curriculum Bulletin 0/7. New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—80

Note—124p.; For related documents, see UD 021 456-459, UD 021 463-471, and UD 021 474.

Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 (\$3.00; make checks payable to Curriculum Publications).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communication Skills, Curriculum Guides, High Schools, Language Arts, Lesson Plans, *Minimum Competencies, *Remedial Programs, *Teaching Methods, *Writing Instruction, *Writing Skills

Identifiers—*New York State Regents Examinations

This guide presents lesson plans for remedial writing classes for students who have failed the New York Regents Competency or Preliminary Competency Test in Writing. The guide consists of four units that cover: (1) organizing and reporting skills; (2) more advanced report writing skills; (3) persuasion; and (4) the persuasive essay based upon literature. (APM)

ED 202 962 UD 021 461
So You're Going to High School.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Note—56p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Decision Making, *High School Freshmen, *High Schools, *High School Students, Secondary Education, *Secondary School Curriculum, *Selection, *Self Evaluation (Individuals)

Identifiers—*New York City Board of Education
This manual is designed to enable students in intermediate and junior high schools to select an appropriate high school. Topics covered include: (1) the vocabulary of high schools; (2) selecting a course of study; (3) self assessment; (4) setting goals; (5) general preparatory information; (6) applications for jobs and for high school on zoned schools and optional programs. (APM)

ED 202 963 UD 021 462
Be a Water Watcher: A Resource Guide for Water Conservation. K-12.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—[81]

Note—33p.; Pages 15-19 have been deleted for copyright reasons.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Activities, Conservation (Environment), Elementary Secondary Education, *Science Instruction, *Water Resources

Identifiers—*New York (New York)

This is a resource guide (in response to the New York City water emergency) for grades K-12 on the subject of water conservation. Activities are suggested for science, industrial arts, social studies, and communications arts classes. A bibliography on water is also provided. (APM)

ED 202 964 UD 021 463
Minimum Teaching Essentials: Grades 5-9. Special Subjects. English as a Second Language, Foreign Language, Home Economics, Industrial Arts, Library Media, Typewriting.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Report No.—ISBN-88315-460-9; NYCBE-CB-01-0000-82

Pub Date—79

Note—210p.; Some tables and credits may be marginally legible due to small type size. For related documents, see ED 181 828, ED 190 695, UD 021 456-460, UD 021 464-471, and UD 021 474.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$4.50; make checks payable to Curriculum Publications, Board of Education).

Pub Type—Guides - Classroom - Teacher (052)

UD 021 460

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Career Education, Child Development, Communication Skills, Content Area Reading, Curriculum Guides, Elementary Secondary Education, *English (Second Language), Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, *Home Economics, Industrial Education, *Library Skills, *Minimum Competencies, *Second Language Instruction, Study Skills, Teaching Methods, *Typewriting

Identifiers—*New York City Board of Education
This guide presents the "minimum teaching essentials" published by the New York City Board of Education for grades 5-9. Subjects covered include: (1) communication arts; (2) English as a second language; (3) foreign language; (4) home economics; (5) industrial arts; (6) library skills; and (7) typewriting. Study skills for these areas are given with content areas and descriptors for specific skills and knowledge. Sections on child development and career education are also included. Appended are phonemes tables and a list of curriculum publications. (Author/APM)

ED 202 965 UD 021 464
Minimum Teaching Essentials: Grade 6.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Report No.—ISBN-88315-457-9; NYCBE-CB-01-0000-81

Pub Date—79

Note—202p.; Some tables and credits may be marginally legible due to small type size. For related documents, see ED 181 828, ED 190 695, UD 021 456-460, UD 021 463-471, and UD 021 474.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$4.00; make checks payable to Auditor, Board of Education).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Art Education, Bilingual Education, Career Education, Child Development, Communication Skills, Content Area Reading, Curriculum Guides, English (Second Language), *Grade 6, Health Education, Intermediate Grades, Lesson Plans, Library Instruction, Mathematics Education, *Minimum Competencies, Music Education, Physical Education, Science Instruction, Social Studies, Study Skills, *Teaching Methods

Identifiers—*New York City Board of Education
This guide presents the "minimum teaching essentials" published by the New York City Board of Education for grade 6. Covered are the following subject areas: (1) art; (2) bilingual education; (3) career education; (4) health education; (5) library media; (6) mathematics; (7) music; (8) physical education; (9) science; and (10) social studies. Work study skills for these subjects, in addition to English as a second language and communication arts, are given with content areas and descriptors for specific skills and knowledge objectives. The communication arts section covers grades K-7 and the section on child development covers grades 6-9. Appended are phonemes tables and a list of curriculum publications. (Author/APM)

ED 202 966 UD 021 465
Minimum Learning Essentials: Mathematics. Fundamentals-Algebra, Geometry. Experimental Edition 0/3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—80

Note—325p.; For related documents, see UD 021 456-460, UD 021 463-471, and UD 021 474.

Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 (\$6.00; make checks payable to Publication Sales).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Algebra, Content Area Reading, Curriculum Guides, *Geometry, Grade 9, Grade 10, Grade 11, Grade 12, High Schools, *Mathematical Concepts, *Minimum Competencies, Study Skills

Identifiers—*New York City Board of Education
This "minimum teaching essentials" bulletin presents the minimum in basic skills and knowledge which must be taught to students in grades 9-12 in the subject areas of algebra, geometry, and mathematics fundamentals. Each subject area is prefaced with a section on work study skills to be used by

students. (APM)

ED 202 967 UD 021 466

Minimum Teaching Essentials: Grades 3-5.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Report No.—ISBN-88315-456-0; NYCBE-CB-01-000-81

Pub Date—80

Note—304p.; For related documents, see ED 181 828, ED 190 695, and UD 021 456-460, UD 021 463-471, and UD 021 474. Some tables and credits may be marginally legible due to small type size.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$4.00; make checks payable to Publication Sales).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Art Education, Bilingual Education, Career Education, Child Development, Communication Skills, Content Area Reading, Curriculum Guides, Elementary Education, English (Second Language), Grade 3, Grade 4, Grade 5, Health Education, Library Skills, Mathematics Instruction, *Minimum Competencies, Music Education, Physical Education, Science Instruction, Second Language Instruction, Social Studies, Study Skills

Identifiers—*New York City Board of Education

This edition of "minimum teaching essentials" presents the minimum in basic skills and knowledge which must be taught to New York City school students in grades 3-5. The bulletin begins with an overview of each subject area that highlights the major components of the individual disciplines and indicates the role each area plays in the total educational process. These areas include: (1) art; (2) bilingual education; (3) career education; (4) foreign language; (5) health education; (6) library media; (7) mathematics; (8) music; (9) physical education; (10) science; and (11) social studies. Work study skills for all subject areas are also presented. Curriculum content areas are listed here with descriptors for specific skills and knowledge objectives. Similar programs are given for: (1) communication arts, which includes listening, speaking, reading, and writing; (2) English as a second language; and (3) foreign languages in the Elementary Schools (FLES). A section on child development reviews children's basic psychological needs, and physical, emotional, and intellectual growth patterns of children in grades 3-5. A phonemes table and a list of curriculum publications are appended. (APM)

ED 202 968 UD 021 467

Minimum Teaching Essentials: Grades K-2.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Report No.—ISBN-0-88315-455-7; NYCBE-CB-01-000-81

Pub Date—79

Note—239p.; For related documents, see ED 181 828, ED 190 695, UD 021 456-460, UD 021 463-471, and UD 021 474. Some tables and credits may not reproduce due to small type size.

Available from—Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$3.00; make checks payable to Publication Sales).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Child Development, Communication Skills, Content Area Reading, Curriculum Guides, English (Second Language), Grade 1, Grade 2, Kindergarten, *Minimum Competencies, Primary Education, Second Language Instruction, *Study Skills

Identifiers—*New York City Board of Education

This bulletin presents the minimum in basic skills and knowledge which must be taught to New York City students in grades K-2. The bulletin begins with an overview that highlights the major components of each discipline and its role in the educational process. Subject areas include: (1) art; (2) bilingual education; (3) career education; (4) foreign language; (5) health education; (6) library media; (7) mathematics; (8) music; (9) physical education; (10) science; and (11) social studies. Work study skills for all subject areas are also presented. Curriculum content areas are listed with descriptors for specific skills and knowledge objectives. Similar programs are given for communication arts, which includes reading, speaking, listening, and writing, and English as a second language. A section on child development reviews children's basic psychological

needs and growth patterns for children in grades K-2. A phonemes table and a list of curriculum publications are appended. (Author/APM)

ED 202 969 UD 021 468

Minimum Learning Essentials: English/Communication, Arts, Grades 9-12. Experimental Edition 0/6.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Pub Date—80

Note—232p.; For related documents, see UD 021 456-460, UD 021 463-471, and UD 021 474. Some charts may be marginally legible due to small type size.

Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 (\$6.00; make checks payable to Publication Sales).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Communication Skills, Content Area Reading, Curriculum Guides, *English Curriculum, Grade 9, Grade 10, Grade 11, Grade 12, High Schools, *Minimum Competencies, *Study Skills

Identifiers—*New York City Board of Education

This "minimum teaching essentials" bulletin presents the minimum in basic skills and knowledge which must be taught to New York City school students in the subject areas of English and communication arts. Content areas and performance objectives for each grade in literature, reading, listening, writing, and speaking are listed. (APM)

ED 202 970 UD 021 469

Taking Aim At Guns...Gun Control Lessons for Intermediate, Junior and Senior High Schools. A Teacher's Handbook.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Pub Date—80

Note—24p.; Some pages may be marginally legible due to reproduction quality of original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, *Crime, Curriculum Guides, Elementary Secondary Education, Lesson Plans, Resource Materials, Study Skills, *Violence

Identifiers—*Gun Control, *New York

This guide is intended to assist classroom teachers in developing lessons revolving around New York's 1980 handgun control law. It contains model lesson plans and a section on resource materials designed to provide insight into the law and its ramifications. The guide is designed for use in intermediate, junior and senior high schools. (Author/APM)

ED 202 971 UD 021 470

Global History: Content Outline. Experimental Edition 0/5.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Pub Date—80

Note—56p.; For related documents, see UD 021 456-460, UD 021 463-471, and UD 021 474.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Content Area Reading, Curriculum Guides, Junior High Schools, *Minimum Competencies, Non Western Civilization, Western Civilization, *World History

Identifiers—*New York City Board of Education

This is a content outline for global history published as part of the social studies "Minimum Learning Essentials" for New York City junior high school students. The outline is intended to provide students with an understanding of the continuity of world history and civilization based on geographical, social, political, cultural, and historical factors. (APM)

ED 202 972 UD 021 471

Minimum Learning Essentials: Social Studies.

Economics, American Studies, Global History.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Pub Date—80

Note—326p.; For related documents, see UD 021 456-460, UD 021 463-470, and UD 021 474.

Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 (\$6.00; make checks payable to Publication

Sales).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—American Studies, Content Area Reading, Curriculum Guides, *Economics Education, High Schools, *Minimum Competencies, *Social Studies, *Study Skills, *World History

Identifiers—*New York City Board of Education

This "minimum teaching essentials" bulletin presents the minimum in basic skills and knowledge which must be taught to New York City high school students in the subject areas of economics and American studies. Each subject area contains a content outline and a list of performance objectives. A section on work study skills for students is also included. (APM)

ED 202 973 UD 021 472

King, Nicelma J.

The Los Angeles Experience in Monitoring Desegregation: Progress and Prospects.

Rand Corp., Santa Monica, Calif.

Report No.—Rand-P-6539

Pub Date—Sep 80

Note—28p.; Not available in paper copy due to institution's restriction.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, Community Involvement, *Desegregation Litigation, Desegregation Plans, Elementary Secondary Education, *Organizations (Groups), *School Community Relationship, *School Desegregation

Identifiers—*California (Los Angeles)

This paper presents a case analysis of the role of the Los Angeles School Monitoring Committee in the implementation of school desegregation. The analysis provides information about how citizens' monitoring committees (CMCs) work in the desegregated setting, along with the challenges, problems and opportunities they are likely to face. The paper is divided into three parts. The first section is historical and describes the origin of CMCs and the Los Angeles School Monitoring Committee. The second section outlines the accomplishments of the Los Angeles CMC and analyzes its contributions to the achievement of desegregation. Finally, the paper reviews the problems faced by the Los Angeles CMC which have limited its effectiveness, and proposes solutions to some of those difficulties. (Author/APM)

ED 202 974 UD 021 474

Basic Applied Mathematics Part 1.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Pub Date—[81]

Note—253p.; Some tables may not reproduce due to reproduction quality of original document. For related documents, see UD 021 456-460, and UD 021 463-471.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Curriculum Guides, *Grade 10, High Schools, Lesson Plans, *Mathematical Applications, *Mathematics

Identifiers—*New York City Board of Education

This guide, published by the New York City Board of Education, presents 62 lesson plans in basic mathematics for tenth grade students. Lesson plans and performance objectives focus on the following areas: (1) fundamental operations with signed numbers; (2) linear, weight and temperature measurements; (3) fractions, decimals and percents; (4) statistics and probability; (5) perimeters, areas and volumes of geometric figures; and (6) formulas and equations. The guide has been designed to give the lessons a vocational and technical flavor, as well as to provide students in nonacademic mathematics classes with the essential skills that are required to pass the New York State Regents Competency Examination in mathematics. (APM)

ED 202 975 UD 021 479

Laughlin, Margaret A.

An Examination of State Requirements for Multicultural/Human Relations Competencies in Elementary and Secondary Teacher Education Candidates. Preliminary Data.

Pub Date—4 Dec 80

Note—25p.; Paper presented at the Annual Midwest Regional Conference of the National Association of Interdisciplinary Ethnic Studies (1st, Ames, IA, December 4, 1980).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Studies, *Core Curriculum, *Cross Cultural Training, Cultural Awareness, Elementary Secondary Education, Ethnic Studies, Higher Education, *Multicultural Education, *State Standards, Teacher Education, *Teacher Education Curriculum
Identifiers—Minnesota, *South Dakota, *Wisconsin

This paper examines the training requirements in the areas of multiculturalism and human relations for elementary and secondary teacher education candidates in South Dakota, Minnesota, and Wisconsin. The paper first briefly reviews the gradual inclusion of multicultural and human relations requirements on a national level. Requirements in the three states are then discussed. South Dakota's efforts to prepare new teachers with American Indian Studies courses are recounted. Specific guidelines developed in Minnesota and Wisconsin are outlined. The paper concludes with recommendations to improve multicultural and human relations training programs. (Author/APM)

ED 202 976 UD 021 482
Blank, Rolf K.

An Analysis of Factors Related to School Dropout Rates Among Black Youth.

Lowry (James H.), and Assoc., Washington, D.C. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Randolph (A. Phillip) Educational Fund, New York, N.Y.

Pub Date—14 Apr 81

Note—39p.; Paper prepared for the session on "Research Issues in Black Education" at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Youth, Disadvantaged Youth, *Dropout Characteristics, *Dropout Rate, Dropouts, *Family Characteristics, Migration, *Occupational Aspiration, Parent Background, Secondary Education, *Student Mobility

Existing models for explaining individual educational attainment have not been particularly useful for explanations of the high dropout rate for black youths. This study employs a status attainment approach in analyzing the school dropout problem, using data from disadvantaged black youth who were enrolled in 1979 in a targeted job placement program funded by The Comprehensive Employment Training Act. The analysis shows that the school dropout rate among black youth in the program is related to family residential instability. In addition, it shows that dropouts tend to come from larger families than do high school graduates. Only weak relationships of parents education and youth aspirations with dropout rates are evidenced. (Author/APM)

ED 202 977 UD 021 484
ESEA I/PSEN Compiled Laws and Policies.

New York State Education Dept., Albany. Div. of Education Opportunity Programs.

Pub Date—80

Note—211p.; Not available in paper copy due to institution's restriction.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compensatory Education, Educational Policy, Elementary Secondary Education, *Federal Legislation, *Laws, Remedial Instruction, *Special Education, *State Legislation

Identifiers—*Elementary Secondary Education Act Title I, *New York, Special Needs Students
This reference manual for administrators contains: (1) the compiled laws, rules, regulations, and policies relevant to programs conducted under Title I of the Federal Elementary, Secondary and Continuing Education Act of 1965 as amended; (2) provisions of New York State Law concerning Pupils with Special Educational Needs; and (3) the New York State's Commissioner's Regulations remediation. The material is coded to facilitate access. (Author/APM)

ED 202 978 UD 021 485

Tax Information for Refugees and Their Sponsors:

Questions and Answers, Revised.

Internal Revenue Service (Dept. of Treasury), Washington, D.C.

Report No.—IRS-Pub-1123

Pub Date—[81]

Note—14p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Federal Government, *Foreign Workers, *Immigrants, *Refugees, Tax Credits, *Taxes

This guide provides Federal income tax information for refugees and their sponsors. Issues covered in a question and answer format include: (1) the tax status of refugees; (2) the criteria for declaring a refugee a dependent; (3) deductions for contributions to refugees or organizations that support them; (4) the distinction between resident and non-resident alien for tax purposes; (5) tax information for refugees operating a small business; and (6) general information regarding social security cards, tax forms, deductions, and tax eligibility. (APM)

ED 202 979 UD 021 501

Barnow, Burt S. And Others

Issues in the Analysis of Selectivity Bias. Discussion Papers, Revised.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—IRP-DP-600-80

Pub Date—Apr 80

Grant—SOC-76-24428

Note—34p.; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Control Groups, *Evaluation Methods, Experimental Groups, *Models, *Program Evaluation, Research Methodology, *Statistical Bias

Selectivity bias arises in program evaluation when the treatment or control status of the subjects is related to unmeasured characteristics that themselves are related to the program outcome under study. This situation has the potential to lead to an incorrect estimation of the treatment effect when assignment to treatment and control groups is not random. This paper adopts techniques that were recently developed in the econometric analysis of labor and markets and applies these techniques in order to resolve the bias problem of conventional evaluation models. The selection bias problem is placed in a broader context by considering references to the institutional setting of evaluation research and to its application in labor economies. The paper concludes with several caveats about the proposed technique. (Author/MK)

ED 202 980 UD 021 504

Howell, John F.

Walking or Riding: Does It Make a Difference in Black Student Achievement?

Pub Date—Apr 81

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Black Students, *Busing, Desegregation Effects, *Desegregation Methods, Elementary Education, *Neighborhood Schools, *School Desegregation, White Students

Identifiers—*Massachusetts (Springfield)

This paper provides background information on school desegregation in Springfield, Massachusetts, and describes a study that compared the academic achievement of two groups of black elementary school students: one group who was mandatorily bused to a previously white school, and the other who walked to their neighborhood school which was desegregated by the assignment of white students from other neighborhoods. The students who walked to desegregated schools were found to have higher achievement gains than were those who were bused. After examining a number of student and school factors that may have influenced the results, it is concluded that black achievement can be stimulated more by busing white students to formerly black schools than by busing black students to for-

merly white schools. (Author/MK)

ED 202 981 UD 021 506

Parsons, Margaret A.

Attitudinal Changes of Students and Parents Following Court-Ordered School Desegregation.
Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Apr 81

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, *Desegregation Effects, Educational Attitudes, Elementary Secondary Education, *Parent Attitudes, Racial Attitudes, Racial Differences, *School Desegregation, Social Differences, *Student Attitudes

Identifiers—*Delaware (New Castle County)

School desegregation was implemented in New Castle County, Delaware, in September 1978. This longitudinal study examines the changes that have occurred in the attitudes of students and parents after the first year. Initial differences in attitudes and changes in attitudes for both students and parents are discussed according to original school district (city or suburban), race, sex, grade level, and socioeconomic status. Findings indicate that after one year of school desegregation, racial attitudes among all students became less positive and that perceived school quality declined among parents. The study reveals, however, that attitudes of parents towards school desegregation itself became more positive. (Author/APM)



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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Descriptor ——— **Perception**

Title ————— **Iconic Signs and Symbols in Audiovisual Communication,
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Findings, Final Report.**

ED 013 371 ——— **Accession Number**

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The Relationship between Teachers' Grouping Decisions and Instructional Behaviors: An Ethnographic Study of Reading Instruction.

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The Financing of Public Higher Education. AAHE-ERIC/Higher Education Research Report No. 9, 1980.

ED 202 447

[The Status of Higher Education and the College Environment. Collected Remarks.]

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51 Questions on the OCR Guidelines. Research and Development Series No. 205.

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State Leadership: A Positive Force in Postsecondary Education. Proceedings of the Leadership Seminar of the Inservice Education Program (Philadelphia, Pennsylvania, May 21-24, 1975).

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HE013882	ED202368	IR009337	ED202465	JC810365	ED202561	RC012744	ED202657
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HE013891	ED202376	IR009347	ED202473	PS012028	ED202569	SE033910	ED202665
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HE013895	ED202380	IR009354	ED202477	PS012140	ED202573	SE034692	ED202669
HE013896	ED202381	IR009355	ED202478	PS012162	ED202574	SE034695	ED202670
HE013897	ED202382	IR009357	ED202479	PS012164	ED202575	SE034696	ED202671
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HE013899	ED202384	IR009359	ED202481	PS012168	ED202577	SE034838	ED202673
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HE013902	ED202386	IR009362	ED202483	PS012177	ED202579	SE034840	ED202675
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HE013917	ED202397	JC810207	ED202494	PS012192	ED202590	SE034918	ED202686
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HE013920	ED202399	JC810221	ED202496	PS012194	ED202592	SE034921	ED202688
HE013921	ED202400	JC810230	ED202497	PS012195	ED202593	SE034922	ED202689
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HE013925	ED202404	JC810260	ED202501	PS012199	ED202597	SE034929	ED202693
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HE013950	ED202427	JC810298	ED202524	RC012702	ED202620	SE035143	ED202716
HE013951	ED202428	JC810299	ED202525	RC012703	ED202621	SE035144	ED202717
HE013952	ED202429	JC810300	ED202526	RC012704	ED202622	SE035145	ED202718
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HE013959	ED202436	JC810307	ED202533	RC012711	ED202629	SE035152	ED202725
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SE035168	ED202730	SP018081	ED202826	UD021170	ED202922
SE035225	ED202731	SP018082	ED202827	UD021208	ED202923
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SE035233	ED202733	SP018143	ED202829	UD021230	ED202925
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SO013362	ED202752	SP018294	ED202848	UD021424	ED202944
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SO013364	ED202754	SP018298	ED202850	UD021430	ED202946
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SP017942	ED202815	TM810391	ED202911		
SP017943	ED202816	TM810394	ED202912		
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SP018036	ED202820	TM810407	ED202916		
SP018037	ED202821	TM810446	ED202917		
SP018073	ED202822	TM810450	ED202918		

NEW THESAURUS TERMS

The following terms have been added to the ERIC System's Controlled Vocabulary since June 1980 and are not included in the eighth edition of the *Thesaurus of ERIC Descriptors* (Completely Revised 1980).

Absence (Students)
USE ATTENDANCE

Absence (Teachers)
USE TEACHER ATTENDANCE

ACCELERATION *Jul. 1966*
SN (Scope Note Changed) The process of progressing through an educational program at a rate faster than that of the average student (note: for the time rate of change of velocity, use the Identifier "Acceleration (Physics)")

ACCESSIBILITY (FOR DISABLED) *Mar. 1980*
SN (Scope Note Changed) Characteristics of facilities, programs, and services that allow them to be entered or used by individuals despite visual, hearing, mobility, or other impairments (note: for physical access, coordinate with "Physical Mobility" or "Visually Handicapped Mobility"—prior to Jun80, see also "Architectural Barriers")

Admission Tests (Higher Education)
USE COLLEGE ENTRANCE EXAMINATIONS

Admission Tests (Occupational)
USE OCCUPATIONAL TESTS

ADULT LITERACY *Jun. 1970*
(Reinstated June 1980)

Advocates (Law)
USE LAWYERS

AGENCIES *Jul. 1966*
SN (Scope Note Changed) Organizations serving the public—also, administrative units of government (note: use a more specific term if possible)

AGING (INDIVIDUALS) *Jul. 1980*
SN The physiological and psychological process of growing old

Agricultural Research Projects (Del May81)
USE RESEARCH PROJECTS

AIR TRANSPORTATION *Oct. 1980*

ALLIED HEALTH PERSONNEL *Mar. 1980*
SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"]

AMERICAN INDIANS *Jul. 1966*
SN (Scope Note Added) Both North and South American Indians

AMERICAN INDIAN STUDIES *Oct. 1979*
SN (Scope Note Changed) Curriculum or subject area encompassing the culture, history, achievements, and contemporary concerns of American Indians

American Literature (1966 1980) (Latin America)
USE LATIN AMERICAN LITERATURE

American Literature (1966 1980) (United States)
USE UNITED STATES LITERATURE

Ancillary Services (1967 1980) *Jun. 1980*
SN Invalid Descriptor—see more precise Descriptors such as "Ancillary School Services," "Community Services," "Social Services," etc.

Animal Biology
USE ZOOLOGY

ANIMALS *Aug. 1980*
SN (note: use a more specific term if possible—prior to Aug80, the instruction "Animal Life, use Zoology" was carried in the Thesaurus)
UF Animal Life

Animal Science (1967 1980)
USE ANIMAL HUSBANDRY

ARBITRATION *Mar. 1969*
SN (Scope Note Added) The process by which the parties to a dispute submit their differences to the judgment of an impartial party appointed by mutual consent or statutory provision

Architectural Barriers (1970 1980) *Jun. 1980*
SN Invalid Descriptor—coordinate other architecture/facility terms with "Physical Mobility" or "Visually Handicapped Mobility"—also use "Accessibility (for Disabled)" if appropriate

ART ACTIVITIES *Jul. 1966*
SN (Scope Note Deleted)

ART EDUCATION *Jul. 1966*
SN (Scope Note Deleted)

ART TEACHERS *Sep. 1969*
SN (Scope Note Deleted)

ASSISTANTSHIPS *Oct. 1980*
SN Financial aid in which college students, usually at the graduate level, are awarded assistant staff positions carrying stipends and, frequently, exemptions from fees

Assistant Superintendent Role (1966 1980) *Jun. 1980*
SN Invalid Descriptor—use "Superintendents" (note: occasionally used indiscriminately in the past for "Assistant Principal Role"—see "Assistant Principals" for that concept)

Assistant Superintendents
USE SUPERINTENDENTS

Barrier Free Environment (for Disabled)
USE ACCESSIBILITY (FOR DISABLED)

BIAS *Dec. 1969*
SN (Scope Note Changed) An inclination, or a lack of balance (note: use a more specific term if possible)

BILINGUAL TEACHER AIDES *Jul. 1966*
SN (Scope Note Added) Teacher aides who can communicate effectively in more than one language

BILINGUAL TEACHERS *Jul. 1966*
SN (Scope Note Added) Teachers who can communicate effectively in more than one language

BUSINESS RESPONSIBILITY *Jul. 1966*
SN (Scope Note Changed) Obligations of the commercial business community

Career Maturity
USE VOCATIONAL MATURITY

CATALOGS *Jul. 1966*
(Reinstated June 1980)
SN (note: use a more specific term if possible—see also "Reference Materials" hierarchy for more precise terminology)

Child Centered Curriculum
USE STUDENT CENTERED CURRICULUM

Clinic Personnel (School) (1966 1980) *Jun. 1980*
SN Invalid Descriptor—see preferred Descriptors "Allied Health Personnel" and "School Health Services" (note: postings will be transferred to the preferred terms in a forthcoming computer tape update)

COLLECTIVE BARGAINING *Jul. 1966*
SN (Scope Note Added) Negotiation on wages, hours, and other conditions of employment between an organization and its employees as represented by a union or an employee association

COLLEGE BOUND STUDENTS *Jul. 1966*
SN (Scope Note Added) High school students planning to attend a degree-granting postsecondary institution (note: see also "Reentry Students" and "Nontraditional Students")

COLLEGE CREDITS *Jul. 1966*
SN (Scope Note Added) Units for expressing quantitatively the work completed by a student in a college course, in a program accepted by the college, or for prior learning accepted by the college

COLLEGE SECOND LANGUAGE PROGRAMS *Mar. 1980*
SN (Scope Note Added) (note: prior to Mar80, this concept was indexed under "College Language Programs")

COMMUNICATION RESEARCH *Sep. 1980*
SN Investigation into the nature and function of human communication, both verbal and nonverbal, in one-to-one or group settings (note: do not confuse with "Language Research")

COMPONENTIAL ANALYSIS *May 1969*
SN (Scope Note Added) Methodological procedure in linguistics and cognitive anthropology used to explain, distinguish, or study the meaning of sounds, words, and sentences by specifying common components, features, or relationships (note: prior to Jun81, the use of this term was not restricted by a Scope Note)

Compulsory Attendance
USE COMPULSORY EDUCATION

Computer Assisted Learning
USE COMPUTER ASSISTED INSTRUCTION

Congresswomen
USE LEGISLATORS

Continuation Education (1968 1980) *Jun. 1980*
SN Invalid Descriptor—scoped to refer to instruction for potential learners who have rejected conventional schooling, but used indiscriminately for "Continuing Education"—see "Continuation Students"

CONTINUATION STUDENTS *Jul. 1966*
SN (Scope Note Changed) Students enrolled in special continuation education programs—continuation education enables youth and adults who have previously dropped out of or otherwise rejected conventional schooling to complete their formal education (note: prior to Jun80, "Continuation Education" was also used to index this concept)

CONTROVERSIAL ISSUES (COURSE CONTENT) *Oct. 1980*
SN Matters of public concern and controversy that are taught, often through discussion, in social studies, current events, science, and other classes (note: for the issues themselves, as opposed to teaching about them, use more precise terms)

Counting
USE COMPUTATION

Course Withdrawal
USE WITHDRAWAL (EDUCATION)

COURT JUDGES *Aug. 1980*
SN Public officials authorized to hear and decide cases in courts of law
UF Magistrates

COURT REPORTERS *Jul. 1966*
(Reinstated June 1980)
SN Workers involved in the recording (by stenotype) and transcription of legal proceedings

Craftsmen (Del Apr81)
USE CRAFT WORKERS

CRAFT WORKERS

UF Artisans

Apr. 1981

CREATIONISM

SN Theory or belief that the universe and various forms of life were created by a transcendent God out of nothing—also, the theological doctrine that God creates a new human soul for each individual born

UF Scientific Creationism
Special Creation Theory

May 1981

CRITICAL PATH METHOD

SN (Scope Note Changed) Technique used to coordinate and schedule the sequential activities of a project to complete it as efficiently and quickly as possible (note: see also the Identifier "Program Evaluation and Review Technique"—prior to Mar80, instruction "Path Analysis, use Critical Path Method" was carried in the Thesaurus)

Jul. 1966

Data Bases (Del Apr81)

USE DATABASES

DATABASES

SN Collection of information items that are organized and stored in machine-readable records and which are accessible and manipulable by computer through designated elements in the records

UF Data Banks

Apr. 1981

DAY CARE CENTERS

SN (Scope Note Changed) Professionally run facilities that care for groups of children on a partial or full day basis (note: prior to Mar80, the instruction "Day Care Centers, use Day Care Services" was carried in the Thesaurus)

Mar. 1980

Debate Judges

USE JUDGES

DEINSTITUTIONALIZATION (OF DISABLED)

SN Processes and services that enable disabled persons to live outside of the confines of asylums, nursing homes, and other residential institutions

Aug. 1980

DESIGN REQUIREMENTS

SN (Scope Note Changed) Specifications that must be met for the designs of facilities or objects in order to satisfy the physical or psychological needs of users

Mar. 1980

DIALECTS

SN (Scope Note Added) Special varieties within a language distinguished by differences in vocabulary, pronunciation, and grammar but not sufficiently different to be regarded as separate languages

Jul. 1966

DIFFUSION

SN (Scope Note Changed) Process by which an idea gets from its source or origin to its place of ultimate use (note: prior to Mar80, the use of this term was not restricted by a Scope Note—for the diffusion of humans, use "Population Distribution"—for chemical, molecular, etc. diffusion, use the Identifier "Diffusion (Natural Sciences)")

Jul. 1966

Drill Press Operators

USE MACHINE TOOL OPERATORS

Early School Leavers

USE DROPOUTS

EDUCATIONAL FACILITIES PLANNING

SN (Scope Note Changed) Planning the facilities and grounds of educational institutions (note: prior to Mar80, this concept was indexed under "School Planning")

Mar. 1980

EDUCATIONAL MALPRACTICE

SN Wrongful or negligent acts on the part of teachers or schools that result (or may result) in student detriments, especially including the failure of students to learn

UF Academic Malpractice

Oct. 1980

Educational Quality Assessment

USE EDUCATIONAL ASSESSMENT; EDUCATIONAL QUALITY

Education Departments (School)

USE SCHOOLS OF EDUCATION

Energy Education (Conservation)

USE CONSERVATION EDUCATION; ENERGY CONSERVATION

Enunciation Improvement (1966 1980)

USE ARTICULATION (SPEECH); SPEECH IMPROVEMENT

EPISTEMOLOGY

SN The study of how knowledge is acquired

UF Cognitive Theory

Oct. 1980

ETHNIC DISCRIMINATION

SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of ethnic origins, (note: do not confuse with "Ethnic Bias")

Mar. 1980

EXPERIMENTAL SCHOOLS

SN (Scope Note Added) Schools in which new teaching methods, new organizations of subject matter, personnel practices, and advanced educational theories and hypotheses are tested

Jul. 1966

FACULTY MOBILITY

SN (Scope Note Added) (note: if possible, use the more precise term "Teacher Transfer")

Jul. 1966

FINANCIAL AID APPLICANTS

SN (Scope Note Changed) Individuals requesting financial support

Mar. 1980

Financial Management

USE MONEY MANAGEMENT

Fles Guides (1967 1980)

USE FLES

(note: former postings will also carry "Curriculum Guides" in a forthcoming computer tape update)

Flexible Schedules (1967 1980)

SN Invalid Descriptor—used inconsistently in indexing for both school and job schedules—see "Flexible Scheduling" and "Flexible Working Hours" respectively for those concepts

Jun. 1980

FREE EDUCATION

SN Education that does not require the payment of tuition (note: do not confuse with "Free Schools")

Oct. 1980

FREE SCHOOLS

SN (Scope Note Changed) Alternative schools offering a completely voluntaristic framework, including an unstructured curriculum and a spontaneous learning environment—students are free to select what to learn, with whom, when, and how—grades, competition, and comparisons between individuals are discarded (note: do not confuse with "Free Education" or "Freedom Schools")

Mar. 1980

Freshmen (1967 1980) (First Year College Students)

USE COLLEGE FRESHMEN

Freshmen (1967 1980) (Grade 9)

USE HIGH SCHOOL FRESHMEN

FTE

USE FULL TIME EQUIVALENCY

General Educational Development Programs

USE HIGH SCHOOL EQUIVALENCY PROGRAMS

Geographic Mobility (Del Jun80)

USE MIGRATION

GERIATRICS

SN (Scope Note Changed) Branch of medicine dealing with the physiology and pathology of old age

Aug. 1968

Grant Proposals

USE GRANTS; PROGRAM PROPOSALS

GREEK AMERICANS

Oct. 1980

GROUP HOMES

SN Nonconfining residential facilities providing professional supervision in a group living arrangement for either adults or juveniles, usually those who are unable to function independently—intended to reproduce as closely as possible the circumstances of family life, and at minimum providing access to community activities and resources (note: do not confuse with "Personal Care Homes")

Aug. 1980

HAITIANS

SN Peoples of Haiti or Haitian descent

Oct. 1980

Halfway Houses

USE GROUP HOMES; REHABILITATION CENTERS

HANDICRAFTS

SN (Scope Note Added) Creative activities of making articles by hand, often with the aid of simple tools or machines—also, the handiworks resulting from such activities

Jul. 1966

HEALTH EDUCATION

SN (Scope Note Added) Educational activities that promote understanding, attitudes, and practices consistent with individual, family, and community health needs (note: for study and training in the health/health-related occupations, use "Medical Education" or "Allied Health Occupations Education")

Jul. 1966

HIGH INTEREST LOW VOCABULARY BOOKS

SN (Scope Note Added) Books designed to interest learners whose reading abilities are below age or grade level

Jul. 1966

HOLISTIC EVALUATION

SN Determination of the overall quality of a piece of work or an endeavor by considering various aspects or components of the work without marking or tallying them

Jun. 1981

HOSPITAL SCHOOLS

SN (Scope Note Changed) Schools in hospitals for formal instruction of hospitalized children (note: do not confuse with "Teaching Hospitals" or "Patient Education"—prior to Oct79, this term was not scoped)

Jul. 1966

Illiterate Adults (1966 1980)

USE ADULT LITERACY; ILLITERACY

INDIVIDUALIZED EDUCATION PROGRAMS

SN Educational programs for individual students, each geared to the particular student's needs and conducted in accordance with a written plan agreed on between the student (and/or parents) and school officials—IEPs were originally conceived for use in educating handicapped children and were gradually expanded to include all special needs groups

Oct. 1980

Inequalities (1970 1980)

SN Invalid Descriptor—used inconsistently in indexing—for mathematical inequalities, use "Inequality (Mathematics)"—for educational inequalities, use "Equal Education"—for social and economic inequalities, see "Disadvantaged" or Descriptors relating to social, race, sex, or ethnic bias or discrimination

Jun. 1980

INEQUALITY (MATHEMATICS)

SN (Scope Note Changed) Mathematical expression or proposition concerning the difference in size between two quantities (note: for educational or socioeconomic inequality, refer to Scope Note of "Inequalities (1970 1980)")

Mar. 1980

Information and Referral Services

USE INFORMATION SERVICES; REFERRAL

Interest Centers (Classroom)

USE LEARNING CENTERS (CLASSROOM)

INTERLANGUAGE

SN A learner's systematic, internally structured, and autonomous version of a target language—this system evolves, is governed by rules, and defines the developing linguistic competence of the learner

UF Approximative Systems (Language Learning)

Jul. 1980

Job Conditions

USE WORK ENVIRONMENT

Job Restructuring

USE JOB DEVELOPMENT

JUDGES

SN (Scope Note Changed) Persons selected or appointed to decide in competitions or contests (note: if possible, use the more specific term "Court Judges")

Mar. 1980

LABORATORY ANIMALS

Aug. 1980

Laboratory Techniques (1967 1980)

SN Invalid Descriptor—used inconsistently in indexing—use "Laboratory Training" for human relations laboratory techniques—otherwise use "Laboratory Procedures"

Jun. 1980

LANGUAGE

SN (Scope Note Added) Systematic means of communicating ideas and feelings through the use of signs,

Jul. 1966

gestures, words, and/or auditory symbols (note: for natural languages and language families, see "Languages")

LANGUAGE ACQUISITION *Mar. 1980*
SN (Scope Note Changed) Development in the individual of his/her native language (note: do not use for "Second Language Learning"—prior to Mar80, the Thesaurus carried the instruction "Language Acquisition, use Language Development"—"Language Development" did not carry a Scope Note)

Language Aids (1966 1980) *Jun. 1980*
SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Educational Media"

LANGUAGE CLASSIFICATION *Jul. 1966*
SN (Scope Note Added) Arrangement of languages into groups on the basis of historical development, structural features (see "Language Typology"), or geographic location

Language Guides (1966 1980) *Jun. 1980*
SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Curriculum Guides," "Dictionaries," etc.

LANGUAGE RESEARCH *Jul. 1966*
SN (Scope Note Added) Research in linguistics (note: do not confuse with "Communication Research")

LANGUAGE TYPOLOGY *Jul. 1966*
SN (Scope Note Added) Classification of languages on the basis of similarities and differences in their structural features—phonology, grammar, and vocabulary, including semantic meaning in specific contexts

LATE REGISTRATION *Aug. 1980*
SN Enrolling after the school semester, quarter, etc. has begun (note: for the age of students when they enter school, see "School Entrance Age")

Late School Entrance (Del Jun80)
USE LATE REGISTRATION

Law School Applicants
USE COLLEGE APPLICANTS; LAW SCHOOLS

Learning Stations (Classroom)
USE LEARNING CENTERS (CLASSROOM)

LEAST SQUARES STATISTICS *Oct. 1980*
SN Statistics that are designed to provide estimates that minimize the probability of large errors by minimizing the sum of squared errors (the "least squares method" fits a curve to a given set of data such that the sum of the squares of the distances from each point of the data to the fitted curve is a minimum)

Library Orientation
USE LIBRARY INSTRUCTION

Life Span Education
USE LIFELONG LEARNING

LINKING AGENTS *Oct. 1980*
SN Individuals or groups who attempt change by connecting knowledge and related resources to practitioners—the linker's role often includes providing necessary support for adoption/adaptation of new ideas or developments

LITERACY *Jul. 1966*
SN (Scope Note Added) Ability to read and write—also, communication with written or printed symbols (i.e., reading and writing)

LITERARY CRITICISM *Jul. 1966*
SN (Scope Note Changed) Analysis, interpretation, or evaluation of literature—often includes the examination of literary contexts, types, themes, trends, history, or principles (note: do not confuse with "Writing Evaluation"—prior to Mar80, the use of this term was not restricted by a Scope Note)

Literature Surveys
USE LITERATURE REVIEWS

Local Education Authorities
USE SCHOOL DISTRICTS

LONELINESS *Aug. 1980*
SN Unhappiness caused by a lack of friends or companions

Machinery Maintenance Workers
USE MACHINE REPAIRERS

MALPRACTICE *Oct. 1980*
SN Wrongful or negligent treatment of clients by professional personnel that results (or may result) in damage, injury, or loss (note: coordinate with such Descriptors as "Medical Services," "Psychological Services," etc. as appropriate, or use the more specific Descriptor "Educational Malpractice"—for malpractice of lawyers, court judges, etc., use the Identifier "Legal Malpractice")

Managers
USE ADMINISTRATORS

Maximum Likelihood Factor Analysis
USE FACTOR ANALYSIS; MAXIMUM LIKELIHOOD STATISTICS

MAXIMUM LIKELIHOOD STATISTICS *Oct. 1980*
SN Statistics that are designed to provide estimates that maximize the probability of zero, or negligible, error (that is, estimates most likely to be correct)

MEDICAL RECORD ADMINISTRATORS *Mar. 1980*
SN (Scope Note Changed) Individuals who plan, develop, and administer medical record systems for hospitals, clinics, health centers, etc. (note: for librarians in medical libraries, coordinate "Librarians" and "Medical Libraries"—for librarians who are directly involved in patient care, use the Identifier "Clinical Medical Librarians")

Medical Record Librarians (1969 1980)
USE MEDICAL RECORD ADMINISTRATORS

Medical School Applicants
USE COLLEGE APPLICANTS; MEDICAL SCHOOLS

METACOGNITION *Oct. 1980*
SN Knowledge or beliefs about factors affecting one's own cognitive activities—also, reflection on or monitoring of one's own cognitive processes, such as memory or comprehension
UF Meta Knowledge
Metamemory

Midcareer Change
USE CAREER CHANGE; MIDLIFE TRANSITIONS

Midlife
USE MIDDLE AGED ADULTS

MIDLIFE TRANSITIONS *Jun. 1981*
SN Physical, occupational, social, or psychological changes occurring among middle aged adults

MIGRATION *Jul. 1966*
SN (Scope Note Changed) Demographic movements of individuals or groups

MINICOURSES *Mar. 1980*
SN (Scope Note Changed) Courses at any educational level that are of relatively short duration (e.g., shorter than a school's regular academic term or session) and intended to achieve certain limited objectives

MONOLOGS *Oct. 1980*
UF Interior Monologues
Soliloquies

Monologues (Del Jun80)
USE MONOLOGS

Multiple Discriminant Analysis
USE DISCRIMINANT ANALYSIS

NONGRADED INSTRUCTIONAL GROUPING *Mar. 1980*
SN (Scope Note Changed) Grouping students according to such characteristics as academic achievement, mental and physical ability, or emotional development rather than by age or grade level (note: some of the former "nongraded/ungraded" Descriptors merged with this term were occasionally used to index "Nongraded Student Evaluation")

NONGRADED STUDENT EVALUATION *Mar. 1980*
SN (Scope Note Changed) Evaluation of student progress or achievement without the use of letter grades or other summary ratings—provides feedback about a student's specific strengths and weaknesses rather

than summarizing his/her overall performance (note: some of the former "nongraded/ungraded" Descriptors merged with "Nongraded Instructional Grouping" were occasionally used to index this concept)

NONINSTRUCTIONAL RESPONSIBILITY *Jul. 1966*
SN (Scope Note Added) Duties assumed by, or assigned to, teachers that are outside of their regular teaching responsibilities (e.g., lunchroom duty, advising, community involvement)

Nonresident Students (1967 1980) (Foreign)
USE FOREIGN STUDENTS

Nonresident Students (1967 1980) (Out of District)
USE RESIDENCE REQUIREMENTS

Nonresident Students (1967 1980) (Out of State)
USE OUT OF STATE STUDENTS

NOTIONAL FUNCTIONAL SYLLABI *Oct. 1980*
SN Foreign language course curricula based upon the learner's communicative needs and organized according to the content of what is to be communicated rather than the grammatical form of the language or specific situational requirements
UF Functional Notional Syllabi

NUCLEAR ENERGY *Oct. 1980*
SN Power derived from the fission (splitting) of the nuclei of heavy elements such as uranium, or the fusion of light elements such as the hydrogen isotopes deuterium and tritium
UF Atomic Energy

OBESITY *Oct. 1980*
SN Body condition characterized by a disfiguring excess of weight or fat
UF Overweight (Excessive Body Fat)

OBJECT PERMANENCE *Oct. 1980*
SN The knowledge that objects continue to exist even when one is not perceiving them
UF Object Concept

Occupational Adjustment
USE VOCATIONAL ADJUSTMENT

OCCUPATIONAL TESTS *Jul. 1966*
SN (Scope Note Changed) Tests designed to predict job performance by recording specific abilities and interests that correspond with those of persons successfully engaging in the particular field of work (note: for occupational interest inventories, use "Interest Inventories")

ORAL READING *Jul. 1966*
SN (Scope Note Added) The act of reading aloud, often used to develop or test reading skills (note: use "Reading Aloud to Others" when the purpose of oral reading is to inform or entertain a listener or group of listeners)

Painting (1966 1980) (Artistic)
USE PAINTING (VISUAL ARTS)

Painting (1966 1980) (Industrial)
USE PAINTING (INDUSTRIAL ARTS)

PERCEPTION *Jul. 1966*
SN (Scope Note Changed) The process of becoming aware of objects, qualities, or relations via the sense organs—involves the reception, processing, and interpretation of sensory impressions (note: use a more specific term if possible—do not confuse with "Attitudes" or "Opinions")

Performance Criteria (1968 1980) *Jun. 1980*
SN Invalid Descriptor—used inconsistently in indexing—see "Evaluation Criteria" and "Specifications"

Performance Specifications (1969 1980) *Jun. 1980*
SN Invalid Descriptor—used inconsistently in indexing—see such Descriptors as "Equipment Standards," "Facility Requirements," and "Performance Factors"

PHARMACOLOGY *Sep. 1980*
SN The science of the nature and properties of drugs, particularly their actions or effects (note: see also "Pharmacy")

PHONICS

SN (Scope Note Added) The study of sound-letter relationships in reading and spelling, and the use of this knowledge in recognizing and pronouncing words

PHYSICAL DISABILITIES

SN (Scope Note Changed) Disorders that result in significantly reduced bodily function, mobility, or endurance (note: avoid misindexing "hearing impairments" or "visual impairments" with this term)

PHYSICAL MOBILITY

SN (Scope Note Changed) Individual's ability to move within his/her immediate environment (note: for demographic or geographic mobility, use "Migration"—prior to Mar80, "Architectural Barriers" was frequently used to index this concept)

PICTURE BOOKS

SN Books (usually but not necessarily for children) in which illustrations are essential to the presentation, either coordinated closely with the text or used alone without text

Plant Biology

USE BOTANY

PREREADING EXPERIENCE

SN (Scope Note Added) Preschool incidental learning that prepares children for reading (note: use "Reading Readiness" for formal prereading training—prior to Sep80, the use of this term was not restricted by a Scope Note)

Pressure (1970 1980)

SN Invalid Descriptor—originally intended as a physical science term but used inconsistently for social pressure, psychological stress, etc., as well as physical pressure—see such Descriptors as "Pressure (Physics)," "Political Influences," "Social Influences," and "Stress Variables"

PREWRITING

SN All activities that precede the first draft of a written work—includes planning, outlining, notetaking, oral discussion, use of visual aids, etc.

Prior Knowledge

USE PRIOR LEARNING

PRIVATE FINANCIAL SUPPORT

SN (Scope Note Added) Financial aid received from private sources (note: do not confuse with "Private School Aid")

PRIVATE SCHOOL AID

SN (Scope Note Changed) Public or private financial support given to private, religious, or other non-public schools, colleges, or universities (note: do not confuse with "Private Financial Support")

PROFESSIONAL RECOGNITION

SN (Scope Note Added) Expressed or implied acknowledgment of one's professional efforts, qualities, and/or training

Project Applications (1967 1980)

SN Invalid Descriptor—used inconsistently in indexing—see "Program Proposals" and "Program Descriptions"

Projects (1966 1980)

SN (Scope Note Changed) Invalid Descriptor—see "Programs" and its hierarchy (i.e., narrower terms "Research Projects," "Pilot Projects," etc.)

Provincial Aid

USE STATE AID

Psychiatric Technicians

USE PSYCHIATRIC AIDES

Public Participation

USE CITIZEN PARTICIPATION

Punch Press Operators

USE MACHINE TOOL OPERATORS

RACIAL DISCRIMINATION

SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of race (note: do not confuse with "Racial Bias")

RADIATION EFFECTS

(Reinstated June 1980)

SN Changes in the properties of liquids, gases, and solids caused by radiation (e.g., gamma rays, x-rays, neutrons)

UF Radiation Damage

Radiobiology

USE RADIATION BIOLOGY

READABILITY

SN (Scope Note Changed) The quality of reading matter that makes it interesting and understandable to those for whom it is written (note: prior to Jun80, "Reading Difficulty" and "Reading Level" were occasionally used to index this concept)

READING ACHIEVEMENT

SN (Scope Note Changed) Level of attainment in any or all reading skills, usually estimated by performance on a test (note: prior to Jun80, "Reading Level" was occasionally used to index this concept)

READING ALOUD TO OTHERS

SN Reading aloud for the sake of the listener's well-being (e.g., to inform or entertain the listener or audience, to develop his/her appreciation of literature or reading readiness, etc.) (note: use "Oral Reading" when the purpose of reading aloud is to develop or diagnose the reader's language skills)

READING DIFFICULTIES

SN (Scope Note Changed) Problems in reading, caused either by disabilities associated with psychological processes or by such factors as physical or sensory handicaps, cultural background, low ability, etc. (note: do not use for "Readability"—the previous term "Reading Difficulty" was not scoped and was often confused with "Readability")

Reading Difficulty (1966 1980)

SN Invalid Descriptor—used for both the reading problems of students and the reading level of materials—see "Reading Difficulties" and "Readability" respectively for these concepts

READING FAILURE

SN (Scope Note Added) Lack of achievement or accomplishment in reading

Reading Level (1966 1980)

SN Invalid Descriptor—used for both the reading level of people and the readability level of materials—see "Reading Achievement" and "Readability" respectively for these concepts

READING READINESS

SN (Scope Note Added) Act of preparing, or degree of preparedness, for formal reading instruction or any other reading activity or task

Referral Services (Community)

USE COMMUNITY INFORMATION SERVICES: REFERRAL

RELEASED TIME

SN (Scope Note Changed) Time granted to students, employees, or institutionalized persons to pursue special activities

RELIGIOUS EDUCATION

SN (Scope Note Changed) Instruction in religion at any level not leading to a degree in theology (note: prior to Mar80, this term was not restricted— for formal education for careers in religion, including the clergy, use "Theological Education")

RESEARCH AND INSTRUCTION UNITS

SN (Scope Note Changed) Organizational units of local schools or school districts that are concerned with the improvement of teaching methods

Research Apprenticeships (Del Jan81)

USE RESEARCH ASSISTANTS

RESEARCH ASSISTANTS

Oct. 1980

RESEARCH DESIGN

SN (Scope Note Changed) The underlying plan or organization of a research project or study that determines its scope and approach—also, the process of planning and organizing research activities (note: for documents/articles dealing with research methods or experimental procedures, use "Research Methodology")

RESEARCH METHODOLOGY

SN (Scope Note Changed) Procedures used in making systematic observations or otherwise obtaining data, evidence, or information as part of a research project or study (note: do not confuse with "Research Design," which refers to the planning and organization of such procedures)

RESEARCH NEEDS

SN (Scope Note Changed) Questions or problems that require research (note: prior to Mar80, the use of this term was not restricted by a Scope Note—see also "Research Methodology," "Research Opportunities," and "Research Problems")

Research Programs

USE RESEARCH PROJECTS

RESEARCH PROJECTS

SN (Scope Note Added) [note: coordinate with another term for specificity (e.g., another program/project term in the "Programs" hierarchy)]

Resident Students (1967 1980) (In District)

USE RESIDENCE REQUIREMENTS

Resident Students (1967 1980) (In State)

USE IN STATE STUDENTS

Retention (of Employees)

USE LABOR TURNOVER

RETENTION (PSYCHOLOGY)

SN (Scope Note Changed) That aspect of memory that involves either short- or long-term holding of information (note: prior to Jun80, "Retention Studies" was also used to index this concept—for the concept of "retention of personnel, teachers, students, etc.," see such Descriptors as "Employment Practices," "Teacher Persistence," and "School Holding Power")

Retention Studies (1966 1980)

SN Invalid Descriptor—see preferred Descriptor "Retention (Psychology)" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

Rural Dropouts (Del Mar81)

USE DROPOUTS

Satellite Laboratories (1966 1980)

USE SATELLITES (AEROSPACE)

SATELLITES (AEROSPACE)

SN (Scope Note Added) (note: if applicable, use the more specific term "Communications Satellites")

SCHOOL CLOSING

SN (Scope Note Added) Permanent closing of schools

SCHOOL HEALTH SERVICES

SN (Scope Note Added) (note: prior to Jun80, see also "Clinic Personnel (School)")

SCHOOL ORGANIZATION

SN (Scope Note Added) (note: do not confuse with "School District Reorganization")

School Planning (1966 1980)

SN Invalid Descriptor—use "Educational Facilities Planning" or, if appropriate, the broader term "Educational Planning"

School Renovation

USE EDUCATIONAL FACILITIES IMPROVEMENT

SCOPE OF BARGAINING

SN The topics and issues accepted or contested as appropriate for consideration in collective bargaining

SECOND LANGUAGES

SN (Scope Note Changed) Any languages other than one's native or mother tongue, usually learned by formal language instruction (note: prior to Mar80, the instruction "Foreign Languages, use Languages" was carried in the Thesaurus)

Security (1967 1978)

SN Invalid Descriptor—use a more precise Descriptor such as "Security (Psychology)" or "School Security," or use an Identifier such as "Building Security"

SELECTIVE DISSEMINATION OF INFORMATION

SN An information service, usually computer-based, that periodically distributes copies or notices of current documents to its users—such distribution is often based on the users' own statements (sometimes called "interest profiles") of what they need

UF Current Awareness Services

SDI

Self Bias

USE EGOCENTRISM

Self Directed Classrooms (1966 1980) Jun. 1980

SN Invalid Descriptor—used inconsistently in indexing—see the more precise Descriptors "Open Education," "Independent Study," "Individualized Instruction," and "Student Projects"

SEMANTICS

SN (Scope Note Added) Study of meanings in language and of changes in those meanings

Seniors (1966 1980) (Grade 12)

USE HIGH SCHOOL SENIORS

Seniors (1966 1980) (Last Year Undergraduates)

USE COLLEGE SENIORS

Skimming (Reading)

USE SPEED READING

SOCIAL COGNITION

SN Conceptions about interpersonal and social phenomena (e.g., persons, the self, motives, feelings, relations, social roles, societal institutions)—also, cognitive processes and skills used in social interaction (e.g., communication skills, perspective taking, empathy)

SOCIAL DISCRIMINATION

SN (Scope Note Added) Unfavorable treatment of individuals or groups on arbitrary grounds (note: do not confuse with various "bias" terms, which refer to prejudicial attitudes that may lead to such treatment)

Solicitors (Law)

USE LAWYERS

Southern States (1966 1980)

SN [Deleted from Thesaurus file—all postings transferred to Identifier "United States (South)"]

SPATIAL ABILITY

SN Ability to perceive or solve problems associated with relationships between objects or figures, including position, direction, size, form, and distance (note: prior to mid-1980, this concept was indexed under "Space Orientation" and "Spatial Relationship"—do not confuse with "Personal Space")

UF

Visuospatial Ability

Spatial Perception (Del Mar81)

USE SPATIAL ABILITY

Special Needs (Individuals)

USE INDIVIDUAL NEEDS

SPECIFICATIONS

SN (Scope Note Changed) Detailed written statements of characteristics or requirements (note: use a more specific term if possible)

Spectators

USE AUDIENCES

Spectrograms (1967 1980)

USE SOUND SPECTROGRAPHS

Speech Communication Curriculum

USE SPEECH COMMUNICATION; SPEECH CURRICULUM

Speech Communication Research

USE COMMUNICATION RESEARCH; SPEECH COMMUNICATION

SPEECH HANDICAPS

SN (Scope Note Changed) Defects and disturbances that interfere with oral communication

STAFF ORIENTATION

SN (Scope Note Added) The process or programs an organization uses to make its personnel aware of policies or duties

State Planning

USE STATEWIDE PLANNING

STATISTICAL DISTRIBUTIONS

SN Tables or graphs of observed, predicted, or theoretical data indicating either the probability or the number of instances to be found along successive intervals of an ordered scale—also, the mathematical functions of distributions

UF

Distributions (Statistics)

Frequency Distributions

Structural Analysis (1966 1980)

SN (Scope Note Changed) Invalid Descriptor—originally intended as a linguistics term but used indiscriminately—see "Structural Analysis (Linguistics)" and "Structural Analysis (Science)"—see also such Descriptors as "Chemical Analysis," "Literary Criticism," and "Group Structure," or such Identifiers as "Cognitive Structures," "Musical Analysis," "Structure of Knowledge," and "Structural Learning"

Student Distribution (1966 1980)

SN Invalid Descriptor—used indiscriminately in indexing—see such Descriptors as "School Demography," "Geographic Distribution," and "Test Norms"

Study Release Programs

USE RELEASED TIME

SUMMATIVE EVALUATION

SN (Scope Note Changed) Evaluation at the conclusion of an activity or plan to determine its effectiveness

TEACHER ATTENDANCE

SN (Scope Note Added) Teachers' presence for classroom and other assigned duties (note: use "Teacher Participation" for attendance at unassigned functions)

TEACHER MADE TESTS

SN Tests and other measures that are planned, assembled, written, or otherwise prepared by teachers for use with particular groups of students (note: for specificity, coordinate with other terms in the "Tests" and "Measures (Individuals)" hierarchies)

TEACHER ORIENTATION

SN (Scope Note Added) The process of acquainting teachers with the policies, rules, traditions, and educational offerings of a school

TEACHER PARTICIPATION

SN (Scope Note Added) (note: use "Teacher Attendance" for presence for teaching assignments)

TEACHER PERSISTENCE

SN (Scope Note Changed) One's active continuance as a teacher by reason of personal choice

TEACHER RESPONSE

SN (Scope Note Changed) Teacher reaction to instructional and/or classroom situations (note: prior to Mar80, the instruction "Teacher Reaction, use Teacher Attitudes" was carried in the Thesaurus)

TEACHERS

SN (Scope Note Added) (note: see "Faculty" for other specific terminology related to "Teachers")

TEACHING ASSISTANTS

SN (Scope Note Changed) Persons, usually graduate students, who assist as instructors at the college level (note: for K-12 assistants, use "Teacher Aides")

TEACHING HOSPITALS

SN (Scope Note Changed) Hospitals where formal medical training takes place, usually affiliated with nursing or medical schools (note: do not confuse with "Hospital Schools" or "Patient Education")

Teaching (1966 1980)

SN Invalid Descriptor—used inconsistently in indexing—see "Instruction," "Teaching (Occupation)," and "Teaching Methods"

TELECOURSES

SN (Scope Note Changed) Sequences of lessons offered over television for credit or auditing purposes (note: for courses on the subject of television, use "Television Curriculum"—prior to Mar80, this term did not carry a Scope Note)

Textbook Publications (1966 1980)

SN Invalid Descriptor—see the more precise Descriptors "Textbooks" and "Textbook Publication"

THEOLOGICAL EDUCATION

SN (Scope Note Changed) Formal education in a higher education institution in preparation for careers in religion, including the clergy (note: prior to Mar80, this term was not restricted by a Scope Note)

THRESHOLD LEVEL (LANGUAGES)

SN The minimum level of foreign language proficiency needed for learners to communicate in most everyday situations, including situations for which they have not been specifically trained—emphasis is on oral skills and listening comprehension—objectives for reading and writing skills are narrowly restricted

Tracking (1968 1980)

SN Invalid Descriptor—used indiscriminately in indexing—see more precise Descriptors "Track System (Education)," "Perceptual Motor Coordination," and "Psychomotor Skills," as well as the Identifier "Tracking (Science)"

Trainable Mentally Handicapped (1967 1980)

SN Invalid Descriptor—see preferred Descriptor "Moderate Mental Retardation" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

TRANSFORMATIONS (MATHEMATICS)

SN (Scope Note Changed) Substitution of one mathematical configuration or expression by another in accord with a mathematical rule

Unified Studies Programs (1966 1980)

USE UNIFIED STUDIES CURRICULUM

UNITED STATES HISTORY

SN (Scope Note Added) (note: prior to Mar80, "American History" was occasionally used for this concept)

Urban Dropouts (Del Mar81)

USE DROPOUTS

VERBAL DEVELOPMENT

SN (Scope Note Added) Growth in ability to use and comprehend words in either oral or written form

VICTIMS OF CRIME

SN Individuals suffering death, physical or mental distress, or loss of property, as the result of an actual or attempted criminal offense committed by another person

Village Extension Agents

USE EXTENSION AGENTS

WEIGHT (MASS)

SN (note: for living organisms, use "Body Weight")

Weight (1968 1980)

SN Invalid Descriptor—used inconsistently in indexing—for inorganic physical objects, use "Weight (Mass)" for living organisms, use "Body Weight"—for scores, use "Weighted Scores"—for data other than scores, use the Identifier "Weighted Data"

WILDLIFE

SN Animals and/or plants living in a natural (undomesticated or uncultivated) state

WOMEN FACULTY

SN Female academic staff members engaged in instruction, research, administration, or related educational activities

UF

Women Professors

Women Teachers (Del Jun80)

USE WOMEN FACULTY

WRITING EVALUATION

SN Objective or subjective procedures for describing, appraising, or judging writing skills (note: do not confuse with "Literary Criticism")

WRITING PROCESSES

SN Series of thoughts and behaviors involved in planning, writing, and/or revising written compositions

UF

Composition Processes (Literary)

WRITING RESEARCH

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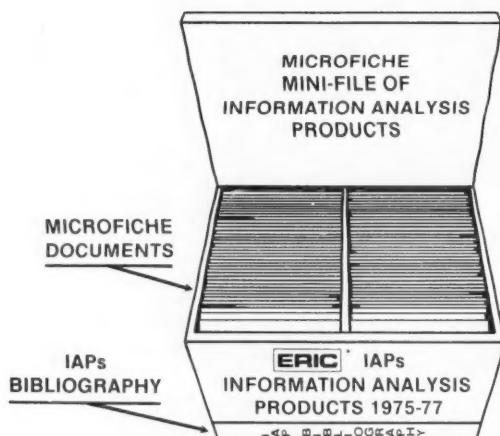


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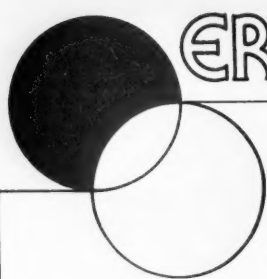
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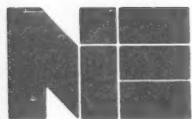
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CODE	PAGINATION	PRICE
PC 01	1 - 25	2.00
PC 02	26 - 50	3.65
PC 03	51 - 75	5.30
PC 04	76 - 100	6.95
PC 05	101 - 125	8.60
PC 06	126 - 150	10.25
PC 07	151 - 175	11.90
PC 08	176 - 200	13.55
PC 09	201 - 225	15.20
PC 10	226 - 250	16.85

ADD \$1.65 FOR EACH ADDITIONAL 25 PAGES
OR FRACTION THEREOF

MICROFICHE

CODE	PAGINATION	FICHE	PRICE
MF 01	1 - 480	1-5	.91
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MF 03	577 - 672	7	1.29
MF 04	673 - 768	8	1.48
MF 05	769 - 864	9	1.67
MF 06	865 - 960	10	1.86

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